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ABSTRACT

In June, 1969, the Government of the District of Columbia sought and was awarded a grant by the Department of Housing and Urban Development, under Section 314 of the Housing Act of 1954, as amended, to train 25 public housing youths in five maintenance skills: painting, window glazing, landscaping, screening, and carpentry. In addition to being taught one or more of these skills, the trainees were to receive some instruction in property management. They were also to be given some personal and academic counseling. The broad objectives of the 314 demonstration project were two-fold: to improve the condition of public housing units by helping to reduce a large backlog of needed repairs; and to instill a sense of responsibility and pride in the trainees while providing them with skills to enter the job market. Of the original 25 trainees, 18 remained with the program for the full 14 months. Numerous maintenance repairs were accomplished at the public housing sites. There were unmistakable signs that the trainees developed self-confidence and a sense of social worth as a result of the project. All trainees either returned to or continued in high school for the duration of the training program, despite the fact that several had previously dropped out of school or were on the verge of dropping out. (Author/JM)

ED 085442

YOUTH ACTION TO IMPROVE HOUSING

A Demonstration in Maintenance Training in the District of Columbia

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Report Prepared by A.L. Nellum and Associates
in Cooperation with the Office of Housing Programs,
District of Columbia Government

UD 013932

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THE DISTRICT OF COLUMBIA

WASHINGTON, D.C. 20004

WALTER E. WASHINGTON
Mayor-Commissioner

March 21, 1973

Honorable James P. Lynn
Secretary of the Department
of Housing and Urban Development
Washington, D. C. 20410

Dear Mr. Lynn:

We are pleased to submit herewith "Youth Action to Improve Housing," a report of a Section 314 demonstration project (D.C. D-15) which was made possible by a HUD grant during the period July 1969 - September 1970.

Essentially, the objective of the project was to provide training in maintenance and management skills for public housing youth and at the same time make significant improvements in the physical condition of public housing.

The concrete results for the National Capital Housing Authority as well as the benefits for the trainee participants resulting from the 14 month project exceeded our fondest expectations. Because of its positive accomplishments, the demonstration project was taken over by the Authority and continued as an integral part of its operations.

It is our hope that the accompanying narrative will be helpful to other Authorities and communities throughout the nation as they seek to cope with the formidable problems of deteriorating housing units and reservoirs of idle and unskilled public housing youth.

Sincerely yours,

Walter E. Washington
Mayor-Commissioner

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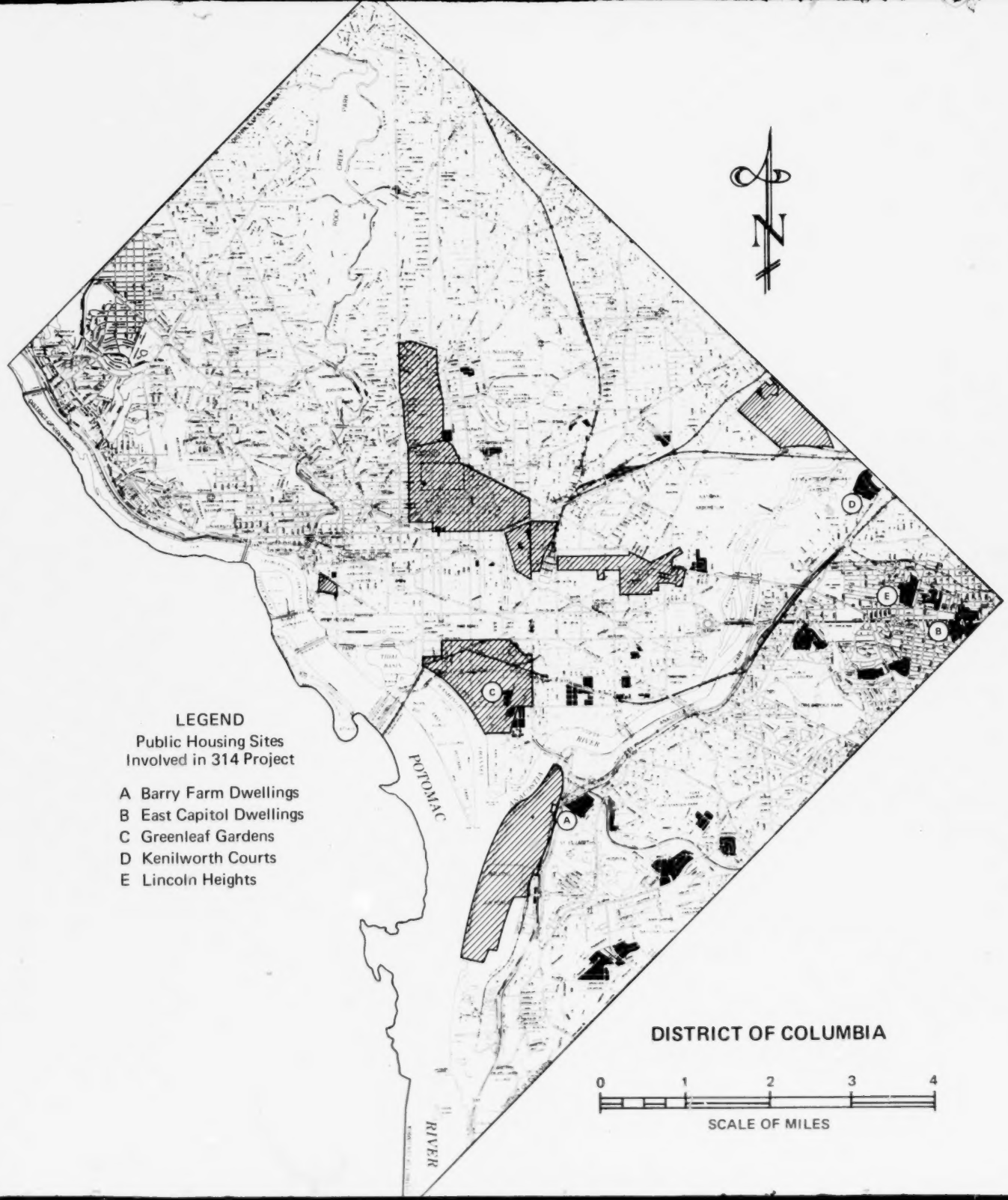
N
LEGEND
Public Housing Sites
Involved in 314 Project
A Barry Farm Dwellings
B East Capitol Dwellings
C Greenleaf Gardens
D Kenilworth Courts
E Lincoln Heights
POTOMAC
RIVER
DISTRICT OF COLUMBIA
0 1 2 3 4
SCALE OF MILES

SUMMARY

In June 1969, the Government of the District of Columbia sought and was awarded a grant by the U.S. Department of Housing and Urban Development, under Section 314 of the Housing Act of 1954, as amended, to train 25 public housing youths in five maintenance skills: painting, window glazing, landscaping, screening, and carpentry. In addition to being taught one or more of these skills, the trainees were to receive some instruction in property management. They were also to be given some personal and academic counseling.

The broad objectives of the 314 demonstration project were two-fold: to improve the condition of public housing units by helping to reduce a large backlog of needed repairs; and to instill a sense of responsibility and pride in the trainees while providing them with skills to enter the job market. It was thought that the feeling of alienation by public housing residents, the urgent need for a means of livelihood, widespread vandalism, and the mounting deterioration of housing units were all closely interrelated factors.

Officials of the D.C. Department of Recreation's Roving Leader Program—a program that attempts to identify and rehabilitate pre-delinquent and delinquent youth—offered to select 25 high school age, male, disadvantaged youths who were living in public housing to participate in the 314 project.

A committee consisting of the Project Coordinator, who was a staff member of the city's Office of Housing Programs, representatives of the National Capital Housing Authority (NCHA), the Industrial Arts Division of the D.C. Public Schools, and the D.C. Department of Recreation was established to coordinate planning of the training program and to periodically review its activities once it became operational. The first task was to select five men capable of serving as "team captains." Each team captain was to work with five trainees at a time, instructing them in such maintenance skills as painting, window glazing, carpentry, screening, and landscaping.

Realizing the diversity of talents required by the project's objectives and the special abilities necessary to train "street" youth, the Committee chose five men as team captains who were not only skilled teachers from the Industrial Arts Division of the D.C. Public Schools, but were also experienced in working with hard-core youth and sensitive to their needs and life style. Unlike other youth training programs, it was decided that this project should try to develop a foreman-employee, rather than a "buddy" type of relationship. The team captains were to maintain an image of authority while remaining friendly, concerned, and easily accessible.

By mid-July 1969, the team captains and trainees, a project director, and a secretary were selected, and the program was under way.

During the summer of 1969, the trainees worked in teams at five

District of Columbia public housing projects in which they lived: Barry Farm Dwellings, East Capitol Dwellings, Greenleaf Gardens, Kenilworth Courts, and Lincoln Heights. At first the team captains rotated every two weeks from one group to another. Later, the system of rotation was discontinued, and each team captain was assigned a group of five trainees with whom he could develop rapport.

It was impossible in the initial stages to spend a full eight hours a day on skill development since the trainees lacked manual dexterity as well as the attitudes and background that would make it possible for them to learn and work together productively. It was necessary—and more fruitful—for the team captains to approach each day as an opportunity for learning; to have the flexibility to regard problems, whether personal or situational, as mechanisms for teaching the value of responsible social and work attitudes.

During the course of the 314 project, a number of critical issues arose which hampered the trainees' skill development. They included lax and inconsistent work habits, hostility toward the program itself, poor attendance, identification with a particular public housing site, dropping out of school, and anti-social behavior. Vandalism directed at some project accomplishments; early distrust of the project by some NCHA maintenance personnel; and, frequent lack of suitable work materials and specific orders also plagued the project. To a great extent, however, the team captains were successful in resolving these issues satisfactorily. Skills were learned and significant maintenance repairs were accomplished. The trainees expressed pride in their newly acquired skills and in their work. One indication of the project's popularity was the large number of their peers who waited at the work sites and asked to be allowed to participate.

A high point of the demonstration project occurred at the end of the first summer (1969) when all of the teams joined forces to completely renovate a single house, utilizing the various skills they had learned. During an eight-day period, they installed new windows and screens, laid new tile floors, refinished or built cabinets and other wood parts, and painted the entire house. The garden was stripped and regraded; new sod was laid, fertilized and watered; and shrubs were planted. A fence was placed around the garden. Upon the completion of these tasks, city officials were invited to attend a ceremony during which the renovated house was displayed. The event was covered in depth by the media.

In the fall the trainees returned to school. Their after-school hours and Saturdays were spent doing maintenance work, receiving some remedial education, and attending informal lectures by a highly successful Black property manager. They also learned to bank their earnings, listened to instructive talks by local merchants, and visited other property managers. While the initial aim of the project had been to provide almost as much training in property management as in maintenance skills, the lack of sophistication on the part of the trainees, the fact that many were not

ready for the job market, and the relatively small amount of time allotted weakened the management aspects of the project.

Although project sponsors had envisioned hiring a special counselor for the trainees, the dedication of the team captains and their demonstrated ability to respond to the requirements of the trainees obviated the necessity for hiring an additional staff member. All of the team captains, in fact, came to be known as "teacher counselors"—recognition of their dual role.

The demonstration was slated to last for one year, ending by July 1970. However, its high retention rate (18 trainees of the original 25), its obvious success, and the fact that many of the trainees wished to continue with the project during the summer of 1970 led District officials to request an extension of the 314 contract through August 1970. The extension was granted by HUD.

As the 314 demonstration drew to a close, Mayor Washington, with the cooperation of Dr. James Jones, Director, Office of Youth Opportunity Services, found some funds to permit continuation of the project. This phase lasted until December 1971, when the Housing Authority assumed sponsorship. Presently, 52 youths—male and female—are being trained, with funding provided by the Neighborhood Youth Corps and NCHA. The original five team captains, under the leadership of Dorville Hazel, have served without interruption during all three phases.

Influenced by the 314 demonstration, several similar programs are operational or being planned.

KEY FINDINGS

Following are some key findings related to the 314 demonstration:

- Of the original 25 trainees, 18 remained with the program for the full 14 months—an unusually high rate of retention for manpower training programs involving hard-core "street" youth.
- Numerous maintenance repairs were accomplished at the public housing training sites—repairs that probably would have been largely left undone or postponed indefinitely.
- There were unmistakable signs that the trainees developed self-confidence and a sense of social worth as a result of the project. Pride was expressed in newly learned abilities and work accomplishments.
- All trainees either returned to or continued in high school for the duration of the training program, despite the fact that several had previously dropped out of school or were on the verge of dropping out.
- Establishment of a broadly representative coordinating committee to guide the planning of the project and review its operations helped to give it cohesiveness and a sense of direction.
- Members of the training staff—the team captains—were in large measure responsible for the success of the project because of their

conscientiousness, versatility, professional abilities, and their capability to relate well with hard-core youth.

- The degree of skill development and personal growth of the trainees would have been far greater had the principal criterion for trainee selection been a sincere interest in project objectives. In restricting the selection of trainees to participants of the Roving Leader Program with a background of extreme poverty, the project's potential impact was limited.
- A one-to-five team captain-trainee ratio was found to be optimal for this kind of manpower training program, affording individual attention and an efficient use of available time.
- Enthusiasm for the project was highest during the eight-day period when the entire group of trainees joined together to renovate a single-family house.
- The attempt to teach the trainees the basics of property management met with disinterest, apparently due to their lack of maturity and because most were not ready to go into the work force.
- There were a number of incidents of seemingly deliberate vandalism against repairs made by the trainees which, in part, resulted from a lack of community understanding and support of project goals.

RECOMMENDATIONS

As a result of the 314 demonstration experience, the following are recommended:

- Establishment of similar training programs, both within and outside of the public school system.
- Establishment of such programs on a large scale to achieve maximum effect.
- Establishment of an active coordinating committee, including representatives of the public school system, the local housing authority, youth and social service programs, and professional property management organizations.
- Selection of supervisory personnel with excellent personal as well as professional qualifications.
- Selection of trainees from a variety of backgrounds. The principal criterion should be manifest interest in project objectives.
- Maintenance of a one-to-five team captain-trainee ratio, if at all possible.
- Larger salaries for team captains and provision for periodic increases in salaries of trainees, taking into consideration performance on-the-job and other relevant factors.
- Initial provision of a general introduction to the property management field, with later access to more intensive training and specialization.
- Development of property management training programs in curricula of metropolitan area institutions of higher learning.
- Development of a cooperative relationship with project residents and the general community to improve public understanding of program goals.
- Incorporation in the training program of job-related remedial education courses.
- Inclusion in the work program of more single-family dwellings requiring rehabilitation.
- Assurance of job opportunities following completion of the training program.

I. INTRODUCTION

In almost every major city across the United States, block after block of single-family dwellings and apartment buildings are to be found vacated, abandoned, and boarded-up. Vandalism by tenants as well as neglect by tenants and owners are contributory causes. The cost of vandalism amounts to millions of dollars each year. Simultaneous with mounting labor and material costs have come demands for more standard housing units and a serious shortage of qualified maintenance and management personnel.*

While there is ample evidence that vandalism is not confined to public housing projects, the social and economic stresses of daily life in government-owned housing provide an atmosphere conducive to its occurrence. The implications of living on welfare, coupled with the lack of marketable skills essential to getting off welfare, foster a debilitating sense of hopelessness and alienation in many public housing residents. These feelings, combined with a myriad of unsatisfactory tangibles—poor schools, inadequate health, recreational, and commercial facilities, unresponsive property managers, high rates of crime and drug use, ugly surroundings, the lack of urgently needed social services—frequently result in violent eruptions against property, or the condoning of such violence by others. That vandalism within public housing projects is usually not directed toward a particular individual, organization, family, or apartment unit, but represents an aimless sort of "striking out," makes the problem all the more difficult to deal with.

There have been various approaches to solving the problem of vandalism. One concept advanced in recent years is that of resident management, based on a belief that participation in the decision-making process encourages responsibility and support for implementation of decisions. In addition, it is argued that resident involvement in management results in the identification and, hopefully, resolution of problems before they reach the crisis stage or become totally unmanageable.

Since 1969, when the 314 demonstration was begun, there has been an intensive effort to develop strong, representative resident councils in public housing and to build excellent working relationships between the councils and the Authority. In addition to the obvious advantages of a close tenant-management relationship, it is believed that cooperation will foster mutual accountability.

The project discussed in this report represents another innovative approach to the improvement of conditions in public housing. Although

*The most recent annual report of the National Capital Housing Authority indicates a 66% increase in maintenance costs during the past five years. (NCHA Annual Report for 1971)

the focus was on the performance of sorely needed maintenance work in public housing properties, it provided job training in maintenance skills for public housing youth and introduced them to some concepts and techniques of property management.

This report will describe how the project evolved and how it was administered. It will review the events and problems that occurred during the operational phase and evaluate the results. Findings and recommendations will be discussed in the hope that those throughout the nation who are engaged in developing similar programs will be helped by knowledge of this demonstration.

The information presented in this report was gathered from material assembled by the District Government during the course of the project: contracts, proposals, lesson plans, progress reports, minutes of team captain and Coordinating Committee meetings, miscellaneous memoranda, and, a transcript of a taped interview with three groups of trainees, during which their views of various facets of the project were sought. In addition, in-depth interviews with 15 major participants were conducted by A.L. Nellum and Associates, the District's consultant on the report.

The time that has elapsed between completion of the project in September 1970 and writing of the final report in the spring and summer of 1972 has not been a significant drawback because the five teacher/counselors who were closely associated with the project from the start are still working together at the National Capital Housing Authority on a training program similar to that conducted during the demonstration.

II. BACKGROUND OF PROJECT

Washington, D.C., like most other large cities throughout the nation, has been caught in a spiral of rapidly rising labor and materials costs, a large number of vacant and vandalized units, both public and private, a shortage of capable maintenance personnel, and a serious backlog of maintenance work on properties of the National Capital Housing Authority—the agency building and managing government-owned housing in the District of Columbia. The lack of response to maintenance requests have also tended to aggravate the problem of vandalism. As management becomes less responsive, frustrated tenants become less responsible.

The role of management in contributing to the improvement of physical and environmental conditions in public housing is abundantly clear. Good management can make life more wholesome and more tolerable for the tenants. Bad or indifferent management may compound an already difficult situation. Only if the local housing authority catches up with the maintenance backlog and copes with requests on a day-to-day basis can tenants feel they have an important role to play in maintaining their homes and environment.

In the District of Columbia, the National Capital Housing Authority has lacked a dependable reservoir of qualified manpower as well as financial resources and, thus, has been unable to respond appropriately to mounting maintenance and management problems and the demands for more habitable dwelling units. Hundreds of its units, although sound in structure, have been boarded up and taken off the rental market following neglect, deterioration, and vandalism. At the same time, there are thousands of young men living in NCHA housing who need and would like to have skill training and gainful employment. Because of the lack of incentive, funds, opportunity, or qualifications, they are frequently unable to continue their education or even to obtain apprenticeship training in a marketable skill. Indeed, the dim job prospects for many young, male public housing tenants, combined with the absence of adequate leisure-time facilities, is a matter of serious concern to the District of Columbia and all of the large urban centers of the United States.

Faced with an urgent and compelling need to do something about this situation, Chairman Gilbert Hahn of the D.C. City Council, James G. Banks, Assistant to the Mayor for Housing Programs, Monteria Ivey, Sr., Deputy Executive Director of the National Capital Housing Authority, and Sam Jordan of the Roving Leader Program visited HUD late in the spring of 1969 to seek funds for a demonstration training project, under Section 314 of the Housing Act of 1954, as amended. They envisioned a program that would include hundreds of public housing youths. However, because of the lateness of the request—coming in the waning days of Fiscal Year

1969–and the generally small scale of demonstration projects, HUD officials were able to provide funds sufficient for the training of only 25 young men.

HUD's conditions in making a grant to the District were that the project would:

- Operate for one year.
- Include youths who were in school and who would remain in school, at least for the duration of the program.
- Not replace trainees after the first 30 days.
- Give preference in recruitment to youths residing in NCHA properties.

Prior to drafting the formal application to HUD, Mr. Banks and his Housing Coordinator, Nathan Volkman, held discussions with NCHA, representatives of the D.C. Department of Recreation's Roving Leader Program, as well as administrative and operational departments of the District Government which were to be involved. The discussions were useful in establishing the role of each agency in the project and ensuring their cooperation. On at least one occasion before preparation of the formal application to HUD, the D.C. City Council acted unanimously to approve the concept underlining the project. It also acted unanimously in approving submission of the application to HUD.

Mr. Banks and his Housing Coordinator drafted the District's application, which was submitted to HUD by Mayor Walter E. Washington on June 23, 1969. Despite some feeling on the part of the HUD Urban Renewal Demonstration Office that the proposed project might amount to just another summer program to keep unemployed youth off the streets (a particular concern in Washington following the 1968 civil disturbances) the application was speedily approved.

III. THE PROPOSAL

The District's application to HUD for the demonstration grant listed four general objectives of the proposed project:

- Training of young males who reside in public housing in management and maintenance skills which may be immediately marketable at decent wages.
- Noticeable improvement in the physical condition of NCHA properties.
- Provision of employment for young men who might otherwise remain unemployed indefinitely.
- Creation of a cadre of skilled personnel from which NCHA and private housing management firms might recruit permanent staff.

To accomplish these objectives, 25 trainees were to be given instruction in five categories of maintenance skills identified by NCHA as those most urgently needed on its properties: interior and exterior painting, window glazing, carpentry, landscaping, and screening. In addition, because of NCHA's desperate need for more and better trained management personnel, the trainees were to be introduced to some details of property management work and career opportunities in the field. Those showing an interest in and aptitude for property management were to be given special help in learning the role and responsibilities of a property manager.

Counseling related to career planning, deportment on the job, and relations with tenants was to be provided by a teacher-counselor. Special counseling and tutoring were to be offered during the school year. To carry out the training, five team captains were to be employed, each proficient in the various skills to be taught.

Twenty-five high school age youths living in public housing were to be selected for the training program by the Roving Leaders of the Department of Recreation. They were to receive a salary of $1.60 per hour during the summer and, thereafter, depending on their progress, $1.80 per hour. During the summer months, they were to work 40 hours per week and during the school year approximately 20 hours per week, including Saturdays.

All training and work were to take place at the public housing sites where the youths lived. NCHA was committed to providing work orders and materials, specifying job sites, and coordinating arrangements with its maintenance personnel at the various projects.

The project was to be funded for a 12 month period.

IV. GETTING UNDERWAY

Nathan Volkman, a member of the Housing Office staff, was designated by James G. Banks, Assistant to the Mayor for Housing Programs, to act as Project Coordinator. One of the Coordinator's first tasks was to set up an Interdepartmental Committee composed of representatives of NCHA, the Industrial Arts Division of the D.C. Public School System, and the D.C. Department of Recreation's Roving Leader Program. The Committee was to be consulted regarding the project's operation and to ensure a good working relationship among the various agencies involved in the demonstration.

STAFF SELECTION

Selection of the five team captains was one of the Committee's first major concerns. Following considerable discussion and exchange of views regarding the strengths and weaknesses of other youth training programs, it was decided that the relationship of team captains to trainees in this demonstration project should be one of foremen to employees. It was believed in the best interest of the trainees that the team captains be figures of authority, rather than "buddies" or "big brothers"; they should be technicians with a demonstrated ability to teach their skills to others. Agreeing that teaching ability and command of certain skills were important qualifications, the Committee then decided to select the team captains from among teachers in the Industrial Arts Division of the D.C. Public School System.

Because the prospective trainees were to be disadvantaged "street wise" youth selected through the Roving Leader Program, the team captains had to have more than technical competence. Those selected for the project, it was felt, had to be qualified professionally to give instruction in the respective skills and qualified personally to relate the instruction to the trainee's experience and life style. In addition to technical competence, other important criteria were versatility (since the team captains were to serve as teachers, counselors, and father figures), conscientiousness, ability to empathize, and commitment to the project's objectives.

After much discussion, the Roving Leaders and the Public Schools' Industrial Arts representatives agreed upon five individuals. By the first week of July, these five—four Black and one white—had been invited to participate in the project. They ranged in age from the late twenties to the forties. Two were married; three were single. Those accepting the invitation to participate were: Charles D. Brown, Jr., Dorville Hazel, Douglass Hitchcock, Marvin E. Lytle and Edwin M. Wesley.

The Office of Housing Programs, as previously indicated, selected a project director, Elwood A. Jackson. In addition, the District government, with the approval of HUD, negotiated a consultant contract with H.R. Crawford, a successful Black property manager—one experienced in the

management of private housing. The Management Consultant agreed to design and conduct a training program specifically oriented toward maintenance and management problems in privately owned housing, to meet with the trainees for discussion of maintenance and management problems and solutions, to conduct tours of private housing projects so that examples of good and bad management practices could be shown, and to advise the Project Director and team captains of weaknesses in the program.

The Project Coordinator arranged for essential office space, transportation and other supportive needs of the Project Director. He met frequently with the Director and the team captains to help get the demonstration underway in a timely and effective manner.

TRAINEE SELECTION

With regard to the trainees, the District's application to HUD stipulated that:

> Trainees, ranging in age from 16 to 22, will be recruited for the project by the Roving Leader Program of the D.C. Recreation Department. The criteria for selection will include residence in public housing, reasonably good health, a willingness to work, and current unemployment.

The purpose of the Roving Leader Program is to locate and help in every way possible pre-delinquent or delinquent youths in the District of Columbia. Ranging in age from 7 to 25, they are usually referred to the Program by schools, community groups, settlement houses, youth aid agencies, and the courts.

Staff members of the Roving Leader Program described the proposed maintenance and management training project to a number of their Program participants, including the requirement that trainees must continue in school for "the duration." No difficulty was encountered in recruiting 25 trainees; however, because of the mid-July start, most eligible high school juniors and seniors had already taken other jobs. This meant that a number of ninth and tenth graders had to be recruited for training–youths several years removed from the job market if they stayed in school and completed their education. Although project sponsors would have preferred to have all of the trainees in the upper high school grades, this could not be effected.

As indicated, all of the trainees were participants in the Roving Leader Program. Almost all were having trouble staying in school and came from broken families. One trainee was terminated quite early for personality reasons. Of the 24 who remained in the project, seven were 16 years old; eight were 17; seven were 18; and two were 19. There were two in the 9th grade, ten in the 10th grade, three in the 11th grade, and nine in the 12th grade. All lived in one of five public housing developments in the District of Columbia: Barry Farm Dwellings, East Capitol Dwellings, Greenleaf Gardens, Kenilworth Courts, or Lincoln Heights. None was involved in any other training or youth service program.

THE PROJECT BEGINS

A formal kickoff ceremony was held on July 21, 1969. Among those present were the Chairman of the D.C. City Council, Gilbert Hahn; Housing Assistant to the Mayor, James G. Banks; Councilman Stanley Anderson; Roving Leader Director, Milton Douglas; Deputy Director of NCHA, Monteria Ivey; the Project Coordinator; the five team captains; and the 25 trainees. Project objectives were clarified, and the trainees were exhorted to cooperate to the fullest extent. Following the ceremony, the team captains met with the trainees to orient them regarding such details as their daily schedule, where to report for work, and arrangements for their compensation.

Early in the project, team captains were asked to meet once a week with the Project Director to discuss problems and to review progress. The first such meeting was held in the latter part of July 1969. Some of the issues discussed in these meetings will be referred to later in this report.

ORGANIZATION OF TEAMS

The trainees were organized into groups of five, each under a single team captain. Initially, the trainees worked at one of the five public housing sites from which they were selected–Barry Farm Dwellings, East Capitol Dwellings, Greenleaf Gardens, Kenilworth Courts, and Lincoln Heights–while the team captains rotated from one group to another every two weeks. The reason for rotating was to expose the trainees to each of the various maintenance skills in which the team captains were specialists–glazing, painting, screening, landscaping, and carpentry. The rotation also gave the trainees a chance to know five different men, all engaged in a satisfying and accepted occupation and selected, in part, for their ability to project a strong male image.

Following a shakedown period, each team captain was assigned "for the duration" a group of trainees with whom rapport had been or could be developed. Given the background of the youths selected, the success of the demonstration was to depend as much on their personal development as on their mastery of maintenance and management skills. Thus, the relationship between the team captains and the trainees was viewed as extremely important.

TRAINEE-TEAM CAPTAIN RELATIONSHIP

An understanding of the relationship between team captains and trainees is crucial to understanding the nature of this particular youth

training program. The bleakness of the trainees' lives–their potential or actual brushes with the law, their school experiences, their family situations, etc.–made most of them cynical and difficult to reach. Exposed all of their young lives to violence, scorn, disappointment, and a generally grim environment, they were unable, initially, to accept the program or to participate wholeheartedly. It was necessary to go out every day, reported one team captain, and "feel out what you're trying to do."

Flexibility was the keyword. It was the team captains' policy to view every new situation–whether job-related, social or interpersonal–as an opportunity for learning. It was believed that a better relationship would develop and more learning would take place if the team captains saw their role as "working with" rather than "dominating" the trainees.

AIMS AND VALUES

The development of responsible work and social attitudes was especially emphasized by the team captains. It was their belief that mastery of the maintenance skills would be almost meaningless in the long run if the trainees did not understand such values as job responsibility, cooperation with fellow workers, acceptance of authority, and an attitude of good will.

They defined the formal objectives of the program as follows:

GENERAL AIMS

The aim of this project is to train young unskilled men in management and in the maintenance areas of carpentry, screening, painting, window glazing and landscaping. The experiences and job skills they acquire will prepare them to become eligible for employment in industry.

The attitudes we hope to develop include job responsibility, punctuality, cooperation and leadership potential.

OBJECTIVES

1. To develop skills needed to make necessary repairs and improvements.
2. To be able to estimate time and materials required to do a job and assess necessary repairs.
3. To identify tools and materials and to know terms relating to specific areas of maintenance.
4. To be able to read and report on work orders.
5. To be able to follow an orderly procedure in effecting repairs.
6. To differentiate between good and poor workmanship.
7. To develop an awareness of cost and management responsibility.
8. To develop managerial concepts and techniques.
9. To exhibit a businesslike attitude towards co-workers and tenants.

V. WORK AND LEARNING ACTIVITIES

WORK ACTIVITIES

All skill training was "on the job," with no use of classroom facilities. During the first month, the trainees worked at becoming proficient in the five maintenance areas of carpentry, painting, window glazing, screening, and landscaping, and applying their skills to needed repairs in their respective housing projects. Although the team captains were capable teachers in all of these skills, each concentrated on a single area and rotated among the housing sites and teams every two weeks. The "Youth Training Project Curriculum" (Appendix A) lists the objectives of each portion of the maintenance training as well as detailed procedures for achieving them. Drawn up by the team captains, this document illustrates their careful, systematic and comprehensive approach to the training program.

In mid-August 1969, it was decided that all of the trainees should apply their newly-acquired skills collectively to the rehabilitation of a Housing Authority property located at 1209 Half Street, S.W., in Washington, D.C. This became one of the project highlights.

During an eight-day period, the captains and all of the teams collaborated to renovate one house completely, utilizing a variety of skills. New windows and screens were installed, new tile floors were laid, cabinets and other wood parts were either refinished or replaced. The entire two bedroom house was painted. The garden was stripped and regraded. New sod was laid, fertilized and watered. A flowerbed and bush were planted and a small fence was installed around the garden. By late August, the work was finished and ready for inspection. With National Capital Housing Authority and city officials in attendance, the festive occasion was covered in depth by the press, radio and television. Film clips of the event were shown that evening on all major TV stations.

The keys to the house were turned over to the new tenant. During interviews with various newspaper, radio and TV reporters, the trainees expressed their satisfaction with the objectives and direction of the project and their own role in it. A luncheon party for team captains and trainees was one of the highlights of the occasion.

By this point in the program, the trainees were functioning as a team. In working together on the house, they developed close friendships and a strong feeling of loyalty to each other and to the project.

While renovation of the house on Half Street was a high point for the youth training program, the event apparently caused some consternation among the neighbors. According to press reports, there was some resentment because of the arbitrary selection of one house for improvement while other houses in the neighborhood remained in disrepair (see Media Publicity, Appendix II). The incoming tenant was unable to explain her good fortune to disgruntled neighbors, being unaware that the house she was to occupy was a product of the 314 demonstration.

A progress report for the period July 14 to September 1, 1969 describes the program's summer activities and gives some idea of the project's physical accomplishments:

The work performed on the various locations represents approximately 240 man-hours of work for each youth involved and a similar number of man-hours for each team captain. The large number of man-hours per individual is attributed to two factors: (a) that the work was performed during the school vacation period, which allowed both youths and team captains to work an 8-hour day; and, (b) the weather conditions that prevailed during the summer period were, for the most part, favorable.

The following is a brief description of the work completed at each of the five housing sites:

1. SITE: EAST CAPITOL DWELLINGS

Dates: 7-14-69 to 7-25-69
Skill: Window glazing
Work performed:
a) 325 window panes installed

Dates: 7-28-69 to 8-8-69
Skill: Landscaping
Work performed:
a) 7 areas selected and estimated for regrading and sodding
b) 1000 sq. feet of sod laid
c) 5 bushes transplanted and set in new lawns
d) Bulbs planted around bushes

Dates: 8-11-69 to 8-15-69
Skill: Carpentry
Work performed:
a) Laid plywood for 2 kitchen and bathroom floors
b) 2 doors hung and trimmed
c) Door knobs and locks installed
d) 10 switch plates installed

2. SITE: KENILWORTH COURTS

Dates: 7-14-69 to 7-25-69
Skill: Landscaping
Work performed:
a) 4 small areas and one large field selected
b) Estimated amount of soil, peat, fertilizer
c) Stripped and regraded lawns
d) Bushes transplanted, pruned, fertilized
e) Flower beds planted

Dates: 7-28-69 to 8-8-69
Skill: Carpentry
Work performed:
a) Constructed and painted work benches and wall partitions
b) Constructed a jig to make drawers
c) Using jig, constructed 15 small and 18 large drawers

Dates: 8-11-69 to 8-15-69
Skill: Screening
Work performed:
a) Repaired 39 window screens and 13 door screens

3. SITE: LINCOLN HEIGHTS

Dates: 7-14-69 to 7-25-69
Skill: Painting
Work performed:
a) Painted electrical boxes and floors in Recreation Department and in 2 apartment units

Dates: 7-28-69 to 8-8-69
Skill: Window glazing
Work performed:
a) Installed 295 new windows

Dates: 8-11-69 to 8-15-69
Skill: Landscaping
Work performed:
a) On one large site, grass cut, weeded, fertilized, watered
b) Top soil and peat laid
c) 2 flower beds planted

4. SITE: BARRY FARM DWELLINGS

Dates: 7-14-69 to 7-25-69
Skill: Screening
Work performed:
a) 139 window screens repaired and installed

Dates: 7-28-69 to 8-8-69
Skill: Painting
Work performed:
a) Painted front and rear doors in 13 apartments
b) Painted 2-bedroom house

Dates: 8-11-69 to 8-15-69
Skill: Window glazing
Work performed:
a) Replaced 115 windows

5. SITE: GREENLEAF GARDENS

Dates: 7-14-69 to 7-28-69
Skill: Carpentry
Work performed:
a) Constructed work benches, tool boxes
b) Removed slats from play area benches
c) Sawed, sanded and reassembled benches
d) Play area signs constructed and painted

Dates: 7-29-69 to 8-8-69
Skill: Screening
Work performed:
a) Removed doors from houses and apartments

b) Repaired 94 window screens and 60 door screens
c) Hung one new door

Dates: 8-11-69 to 8-15-69
Skill: Painting
Work performed:
a) Painted hallways in 2 apartments

6. SITE: 1209 HALF STREET, S.W.

Dates: 8-18-69 to 8-27-69
Work performed:
During an 8-day period, all teams collaborated to renovate one house completely, utilizing all the skills that had been learned. All new windows and screens were installed; new tile floors were laid, cabinets and other wood parts were either refinished or replaced. The entire 2-bedroom house was painted. The garden was stripped and regraded; new sod was laid, fertilized and watered. A flowerbed and bush were planted and a small fence was placed around the garden.

With the beginning of school, the team captains sought to vary the work arrangements by bringing all teams together at one site, East Capitol Dwellings. It was felt that this initiative would make it unnecessary for four NCHA maintenance supervisors to work after hours and would provide greater opportunity for counseling the trainees. It was also thought that concentration of the work effort at one site would ease NCHA's problem of supplying adequate job orders and materials.

This arrangement was tried for a while; it proved unworkable because of the time lost transporting all of the trainees from their respective homes. Although a single station wagon had been made available to the project, the team captains found it more convenient to use their own cars to transport the youths and needed materials. (The team captains pointed out the fact that their cars were left unharmed in various low-income communities indicated general community knowledge and approval of the training program.)

MANAGEMENT TRAINING

Late in September, the Management Consultant met with the Project Director and the team captains to explain his program. Although some felt that many of the trainees would not be interested in property management or sophisticated enough to comprehend it, a decision was made that all of the trainees should be required to attend the management sessions. (The course outline for the management training instruction appears in Appendix C.)

Some of the meetings with the Management Consultant were held on one Saturday a month since the team captains believed that this phase of the project would be more beneficial to the trainees if extended over a longer time rather than concentrated into a single month. Additionally, there were four evening sessions, each lasting about ninety minutes. The format of instruction was informal; no textbooks were used; and lengthy lectures were avoided. Discussion was encouraged. The first meeting site, "a dark basement in a rough neighborhood," was changed to one of the local schools and, during Christmas vacation, to the Park Southern development, a federally-assisted property managed by the Consultant.

In his final report to the Assistant to the Mayor for Housing Programs, H.R. Crawford, the Consultant, wrote:

> My first impression of the program was both apprehensive and skeptical. Originally, I felt that little, if anything, would be accomplished with such a program, due to time constraints. However, even with that disadvantage, I feel elated and extremely pleased to report that the program is moving along far better than I had anticipated. The enrollees performed and responded far beyond my expectations. In the short while I spent with these young men, I attempted to expose and familiarize them with as much knowledge about Property Management, Techniques and Operations as our limited number of sessions would allow.
>
> The selection of the five team captains could not have been better. The relationship developed with them, during my tenure with the program, has been an excellent one. The team captains' relationship with the enrollees is one to be envied by any instructor. The enrollees are loyal, attentive, productive and sincere in their efforts. The enrollees speak of their projects with pride and enthusiasm.
>
> We held our most productive sessions during the Christmas Holidays. The young men were assembled at the Park Southern, where they were taken on a tour of the building and exposed to actual rent-up situations–leases, applications, FHA Rules, Regulations and Forms, apartment layouts, etc. They made a sincere effort to try to absorb the presentations. Their keen interest and desire to hear and learn more about the housing of people and everyday problems of managment was most encouraging. They were also exposed to architectural drawings, tenant activities, apartment amenities, maintenance problems (which were emphasized), etc. The importance of well-maintained property was explained and discussed thoroughly. Enrollees were lectured in an informal classroom setting–visual aids and graphics were used, after which a question and answer period followed. I recall telling them about a social, economic and racial difference in two different neighborhoods one housing low-income white families and the other housing low-income black families. This really set the young men off to a beautiful session of discovery, which proved very interesting for all. I flavored all of our discussions in such a way that they left no holds barred, and everybody attending participated openly and fully. Two short simple oral quizzes were given on a very complicated lease (Apartment Rental Agreement), which after several years, I, myself, find a little difficult to explain; not one question went unanswered. When asked, "How many of you actually read the lease?", not all, but several hands went up. It was apparent that some had read the lease, and that in itself was an *accomplishment*.

Several sessions were held with the Project Director, Mr. Elwood Jackson, wherein the enrollees were discussed, the status of our lectures and the program in general. I agreed to continue working with those enrollees most interested in the Property Management Field. The team captains will select one or two interested young men from each team. These young men will continue to meet with me and perhaps be hired after graduation in a housing development for further exposure and on-the-job training.

While the program, in all probability, may not produce any top level property managers, it is exposing hard-core, ghetto residents to successful black property management and to the many opportunities available in Real Estate Management and Maintenance. It has caused them to take a long, hard look at their own environment and the many acts of vandalism, in their own neighborhoods, with a different or more positive perspective.

Having been associated with many government-funded programs involving hard-core youth, with similar objectives or no objectives in mind at all, I must say this program tops them all when it comes to performance and quality. Of course, it has its flaws; however, the participants, both staff and enrollees, are clearly committed, which makes it comparatively unique.

Perhaps we shall find later that because of this program, one or two of these enrollees may become involved in Property Management and maybe we can conclude that the 314 Program was responsible.

The Consultant's assessment of the trainees' response to the management phase of the project was not universally shared. Despite the fact that the Consultant tried to relate management problems to the trainees' experience, many of the trainees were not able to understand or sustain interest in the subject. The negative reaction of some can be explained by their youth, immaturity, unreadiness for the labor market, and general lack of sophistication. Following the vandalization of repairs made by the trainees, they became more sympathetic to the problems of property managers. In general, however, the content of the presentation was above their heads. Project staff agreed, though, that the experience was highly beneficial in providing the trainees with another compelling example of a successful Black whose background was identical to their own—an example they were encouraged to emulate.

As the project ended, one young man remarked about this aspect: "He talked to us about the way we should act in the situation he has to face as a property manager. It was O.K. In fact, I don't think I could handle a property manager's job. But I did think that if I couldn't make it in the world, that I would contact Mr. Crawford about a job."

OTHER LEARNING EXPERIENCES

Besides visiting Park-Southern, an apartment complex managed by the Consultant, the trainees met and talked with other private property managers. The team captains also arranged for local shopowners and salesmen to speak to the trainees about the problems of merchandising.

One of the most important side effects of the 314 project was that many of the trainees learned to manage money. It was originally decided to give the youths' paychecks to their parents, but this proved unsatisfactory when it was found that some parents misused their sons' earnings. The team captains then decided that the trainees should be paid directly and taught how to bank their earnings. None of the youths was familiar with banking practices, but each proudly opened up a savings or checking account at neighborhood banks. Despite the low wages paid the trainees—$1.60 per hour the first summer and $1.80 per hour thereafter—many of the trainees managed to save a considerable amount of their earnings. One, in fact, managed to buy a car. Another proudly displayed an expensive pair of shoes he had bought. In another instance, members of a team got together to buy a birthday present for the mother of one of the youths, even though she had taken and used for other purposes money her son had put aside for her birthday.

Compensation for work performed was extremely important in teaching trainees the value of labor. The team captains recalled that they frequently used this matter of compensation to motivate the youths; i.e., if one w[illegible]he gets paid; no work, no pay. The trainees understood and respected this admonition of their team captains.

The District's application to HUD included provision for a teacher-counselor to "Help trainees improve their reading and mathematical ability with educational materials related to their job assignments." It also suggested that "special counseling and tutoring will be provided during the school year for trainees." Because the team captains selected for the demonstration were able to serve as outstanding counselors as well as foremen or "shop" teachers, the need for additional counseling personnel was obviated.

The Project Director's secretary, formerly a school teacher, was designated the remedial education instructor once it was decided that the trainees should receive some tutoring in math, English and reading. Diagnostic tests were given the trainees to help identify their weakest scholastic points; they subsequently attended a few tutorial sessions. However, the academic aspect of the project was found to be unrelated either to the social or practical experience of the trainees. It was also feared that too much time would be lost from the "brick and mortar" objectives of the project. Interest was low. The sessions, therefore, were eventually discontinued.

ADMINISTRATIVE MATTERS

The staff attempted to keep paperwork connected with the project at a reasonable level. Parents were asked to sign a form consenting to medical treatment should trainees be hurt on the job. Except for minor cuts and scratches, there were no accidents.

Two form letters—one warning of unsatisfactory progress and one a notice of termination from the program—were devised. Warning letters were sent to five and a letter of termination to only one trainee.

The team captains maintained a "Daily Report" of project activities and attendance records. The only form the trainees were asked to fill out was a brief questionnaire at the conclusion of the program. (Copies of the letters and each of these forms appear in Appendix D.)

An overall project report was prepared at the end of each quarter in accordance with HUD requirements.

The Project Director, Elwood A. Jackson, resigned to take another position with the District Government in January 1970. For a brief period the Project Coordinator assumed overall supervision of the project. However, in February one of the team captains who had shown outstanding leadership abilities in the initial phase of the project—Dorville Hazel—was appointed Acting Project Director, a position he filled with great competency for the remainder of the demonstration.

EXTENSION OF THE PROJECT

During the March meeting of the Coordinating Committee and the team captains, the consensus was that the project had proven highly successful in its limited objectives and that it should be continued and expanded, if at all possible. The team captains, in particular, felt it would be injurious to the goals of the project and to those most closely involved to have the operational phase terminate at the end of June 1970, as the contract with HUD required. The trainees, they pointed out, would be left "high and dry," without worthwhile employment opportunities for the remainder of the summer. It was unanimously agreed that the project should be extended at least through the summer months.

Discussions were initiated with HUD by the Office of Housing Programs regarding an extension. When the amendatory application for extension of the project was submitted to HUD, there were 18 trainees in the program.

The District's request to HUD received the whole-hearted support of NCHA. Its Executive Director, Edward Aronov, wrote to HUD on May 12, 1970:

> It is our opinion that the Demonstration to train youths in public and private housing maintenance and management skills, has achieved a high degree of success and should be continued at least through the summer months.
>
> A great degree of credit for the success of the program must go to five team captains who, by their dedication to the program and interest in the youth, were able to establish a rapport that gave the young men the desire to stay in the program and to learn those phases of maintenance to which they were exposed.

In view of the project's apparent success, the Urban Renewal Demonstration Office of the Department of Housing and Urban Development agreed to furnish the additional funds requested. The operational phase was then extended to September 8, 1970.

VI. SOME CRITICAL ISSUES

During the course of the project, a number of situations arose to challenge the commitment and adaptability of the trainees and team captains. These included the following factors.

WORK HABITS

One persistent problem was developing responsible work habits in the trainees. Despite most of the trainees' interest in the program and their pride in learning a useful occupation, they were not accustomed to team or job discipline; they found working an eight-hour day a difficult adjustment. Work was frequently interrupted for discussion, sports, eating, and other activities deemed important by the team captains. That the team captains were able to maintain an aura of authority rather than becoming "one of the boys" proved to be a partial solution to this problem. Another factor was that even though the trainees were made to feel needed, they were given to understand anyone could be removed "for cause" at any time, if necessary. A constant reminder that theirs was an unusual opportunity was the large number of youths who waited at the work sites, attached themselves to the trainee teams, and asked to be allowed to join the project. While the team captains insisted on responsible job behavior and performance to counter lax work habits, they did not attempt to enforce rigid discipline. As long as work was being accomplished, breaks and some time off were tolerated.

ATTITUDE

A related problem was the indifference or lack of commitment toward the program by some of the trainees, in part attributable to their youth and immaturity. Since it would be several years before many were due to enter the job market, little urgency was felt about learning a marketable skill. Their past experience had produced a cynical attitude towards authority, especially male authority, which was absent from most of their homes. In addition, since many had experienced failure so often at school and elsewhere, they were afraid to commit themselves to a new venture in which they might fail again. At this point in their lives, many felt that the safest response to anything new was a negative response. Extensive attention to personal needs of the trainees by the team captains helped to overcome in many their deep-rooted feelings of insecurity.

ATTENDANCE

Some of the trainees' uncooperative attitudes affected their attendance in the early months of the project. The team captains, however, took a firm stand on this issue. While they found it necessary to be flexible regarding work schedules, output, and degree of application, they insisted that the trainees report for work when required. If they didn't show up for a few days, the team captains went to their homes to find them or to get some explanation for their absences. By meeting the youths' families–

usually the mother—and explaining the purpose and importance of the training program, the team captains were able to make them more aware of and responsible for their sons' activities and performance. This increase in parental involvement was a definite bonus of the 314 training project.

GROUP IDENTITY

A less serious problem was the trainees' strong identification with residents of their own housing developments, combined with suspicion of and dislike for "outsiders." These feelings initially affected their ability to work closely with other members of the project. To some extent, the team captains were able to translate this latent distrust into healthy competition among the five groups. No team wanted to be outdone in work production by any other team. They vied for superiority, for example, in repairing more screens, painting more rooms, planting more shrubs, and their other endeavors.

By project midpoint, loyalty to fellow members of the training program was equally important as loyalty to housing development neighbors. Some of the trainees, in fact, formed a social club and met weekly at an apartment in Seat Pleasant, Maryland, a locale removed from any of the five public housing sites.

CONTINUANCE IN SCHOOL

Both the Department of Housing and Urban Development and the District Government had stipulated that the trainees must remain in school for the duration of the project. Many did not attend school regularly and did not see the value of education as it related to the job world. It was necessary, therefore, to convince them to improve their school attendance and to persuade those not in school to return. It was likewise necessary to have reinstated those trainees who had dropped out of school. To their credit, the team captains succeeded in getting the trainees reinstated, most on a trial basis. All managed to make it through the year.

COMMUNITY RELATIONSHIP

One critical issue affecting the operation of the 314 project was the relationship with the community in which the training and work took place. Although residents of the five public housing developments were given no formal explanation of the project and its purposes, they were aware of it because they saw the trainees at work or heard about their activities. Tenant councils in 1969 were not well established, however, and could not be approached for suggestions or asked to support the project.

That there were no channels for communication or that whatever channels existed were not used was unfortunate since community understanding of the project might have prevented or reduced some of the vandalism aimed at project accomplishments.

As it was, fires were set in two apartments which trainees had repaired. A similar incident occurred at a house where the trainees had worked late one night. On three separate occasions, a basement area used to store project supplies was set afire. Most of these incidents took place in the fall of 1969, after the start of school. One of the team captains explained the vandalism, which was clearly aimed at project accomplishments, as follows:

> Young men living in the projects have tried to rough up the trainees because they are jealous of their continued employment. The trainees are proud of having worked on their own houses in the projects and during the summer months had no problems with others. However, now that it's winter and turns dark early, there is no recreation for these other young men and consequently the harassment and vandalism has started again.

The Project Director added:

> When other young men, who are without jobs, see the trainees receiving pay checks, they express a desire to enter the program also, but, because of the lack of funding, the program is unable to absorb them and, therefore, they take out their hostility by vandalizing the work completed by the trainees.

Angered by the destruction of some of their work, the trainees reacted by threatening the offenders, who were apparently known to them. That the threat was heeded was convincingly demonstrated on one occasion when trainees returned to their homes to find flowers newly planted by NCHA personnel trampled but their own plants untouched. Obviously, this type of "directed vandalism" is easier to control than the far more prevalent kind which results from sheer boredom and lack of parental supervision and which has no particular target.

An interesting observation regarding vandalism was made by the trainees. They pointed out that in a high-rise apartment building it is virtually impossible for a conscientious mother to supervise her children when they have gone outside to play, unless she accompanies them. Since the elevators are out of order much of the time, even if she sees one of her children pick up a rock, she can't get to the ground floor in time to prevent its being thrown. The trainees pointed out that in garden-style apartment buildings there is much less vandalism, simply because the living unit is physically closer to the play area. Another problem generally with public housing high rises is that the play area—to say nothing of the playground equipment—is seldom adequate for the large numbers of children that must be accommodated.

RELATIONSHIP WITH NCHA

Another critical issue involved the 314 project's dealings with Housing Authority personnel on the various sites.

Initially, it was feared—and the fears were partially borne out—that maintenance men on the housing sites would resent and feel threatened by the trainees' and team captains' intrusion on their domain, despite the large backlog of desperately needed repairs. Some of the maintenance personnel felt that the presence of the trainees and the team captains—themselves skilled Industrial Arts teachers—implied that the on-site maintenance people had failed in their jobs and were about to be replaced.

The team captains tried to overcome this jaundiced view by making personal visits to members of the maintenance staff and explaining the purpose of the demonstration project to them. Thereafter, maintenance personnel at the five affected housing sites "welcomed the trainees with open arms," according to some members of the Coordinating Committee.

There were times, though, during the course of the project when maintenance personnel were not notified in advance by their NCHA supervisors that the trainees would be arriving and failed to line up jobs or materials. There were also many occasions when the work materials provided were inadequate or inappropriate, so tools and materials had to be improvised on the spot. This lack of coordination caused some delays and considerable frustration.

The problem was alleviated to some extent following complaints to NCHA's representative on the Coordinating Committee who then advised all maintenance supervisors of the project's work schedules. Also, it was agreed that each team captain should notify individual supervisors in advance about the kinds and quantities of materials needed for his particular training activity.

VII. PROJECT RESULTS

The objectives of the demonstration project fell into two general categories: practical and personal. Those listed in the District's application to HUD emphasized the anticipated practical benefits to be derived from the program:

1. The training of young males who reside in public housing in management and maintenance skills which may be immediately marketable at decent wages.

2. A noticeable improvement in the physical condition of NCHA properties.

3. The provision of employment for young men who might otherwise remain unemployed indefinitely.

4. The creation of a cadre of skilled personnel from which NCHA and other housing management agents may recruit permanent staff.

Of equal importance, however, were the objectives related to personal growth espoused and stressed by the team captains. They tended to view their job as the development of responsible, cooperative, and positive attitudes in a group of hard-core "street" youth.

The project's attainment of these goals as well as its effect on the trainees' continuance in school will be discussed in this section. Programs resulting from the demonstration project will also be briefly summarized.

RETENTION

The first element to be considered is continuation in the project. Of twenty-five (25) hard-core youths recruited, eighteen (18) remained throughout the 14 month operational phase of the project. One youth was terminated in the first week, so there were actually twenty-four (24) trainees in the program. The 18 who were still enrolled in September 1970 represent a retention rate of 75%, an unusually high percentage for a manpower training program involving hard-core inner-city youth.

Because of a HUD stipulation, no trainees could be recruited to replace those that left the project 30 days after its start. Staff considered this restriction unfortunate and self-defeating. It was the view of the team captains and the Project Director that this kind of project should have been allowed to replace "dropouts" or those terminated even after the first 30 days.

Of the seven youths who left the project, six dropped out because they found other jobs, were incarcerated, or moved with their families from their neighborhoods. One was terminated.

MASTERY OF MAINTENANCE SKILLS AND JOB PLACEMENT

The first, third and fourth objectives listed in the District's application dealt with mastery of maintenance skills and subsequent trainee employment. Upon completion of the project, all of the trainees were familiar with the tools, materials and procedures used in the maintenance fields of carpentry, screening, painting, window glazing, and landscaping. All were considered eligible for low-level maintenance positions.

The trainees' facility in the skills acquired and pride of achievement are evident from remarks made during the taped interview. Asked what they liked about the project and if it helped them, three of the trainees responded as follows:

> Yes, it has helped me. For instance, my mother does not have to call the maintenance man. Now I can repair the windows and I can repair the little things around the house. Now, I can fix the doors, and this is where I feel this job has helped me.
>
> * * * *
>
> . . . I liked being able to improve our home. It also gave us a chance to show that we respect our community. Also, I liked working with the other maintenance men, learning, and keeping little children out of the vacant apartments and houses.
>
> * * * *
>
> When I first went into it almost everything impressed me about the job. I didn't have any training at first and this gave me an opportunity. It helped me so my mother wouldn't have to call a repairman, I could do it myself. The whole time with them I learned a trade.

Despite the specialized training received during the demonstration, most of the high school seniors graduating in June 1970 expressed an interest in going on to college or engaging in higher level work. At one time at least four indicated they wanted to go on to college.

One of the trainees is known to have gone to a large West Coast university and is still in attendance. Two are Teachers Aides in the D.C. Public School System. One is working as a leader with the D.C. Department of Recreation. Two are working in "white collar" jobs in the government—one as a GS-3 and one as a GS-5.

Officials of the National Capital Housing Authority indicate that they do not know of any "graduates" who applied for maintenance jobs within two years after the start of the project. One reason might be the low entrance salary for such jobs. Another might be that, for the most part, they came out of the project experience highly motivated. The value of continuing their education had been thoroughly impressed upon them by the team captains. And they were apparently taking that advice seriously.

It would have been interesting to see what happened to 314 project "graduates" who embarked on a career at NCHA. But as of the summer of 1972, no trainee had sought or obtained employment by the local Authority.

MAINTENANCE ACCOMPLISHMENTS

The second objective in the District's proposal dealt with the improvement of the physical condition of NCHA properties. This objective was clearly accomplished. Numerous repairs were made in the five NCHA housing developments which were the training sites for the project. The following list reflects the kind of work performed by the trainees from July 1969 to March 1970. (A previous listing in Chapter V, "Work Activities," shows the work accomplished by housing site.)

WOODWORKING UNIT

31 tile floors laid, including living room, bath and hallways

13 linoleum floors laid, bathroom and kitchen

18 door locks installed

10 bench repairs

46 window units installed

51 cabinet repairs

4 floor joists

6 rooms with new flooring

GLAZING UNIT

Summer production	130 panes per week
Winter production	25 panes per week
Combined summer and winter	795 screen 130 doors
Material used	27 rolls (100 ft. per roll) 1.3 mo. (spline)

PAINTING UNIT

(All 4-walled rooms and ceilings)

18 two bedroom apartments

14 one bedroom apartments

16 hallways

1 recreation center

LANDSCAPING UNIT

	New Sod	*Restoration*
Kenilworth Courts	1,150 sq. ft.	1,000 sq. ft.
East Capitol Dwellings	3,200 sq. ft.	2,500 sq. ft.
Lincoln Heights	2,200 sq. ft.	4,000 sq. ft.
Greenleaf Gardens	1,100 sq. ft.	2,400 sq. ft.
Barry Farm Dwellings	2,600 sq. ft.	1,500 sq. ft.

At all 5 locations approximately 500 bushes were pruned, transplanted and fertilized.

Because of NCHA's shortage of qualified personnel, many of these repairs would not have been made if the 314 project had not come into being. Also, the fact that the trainees were learning a trade under highly skilled Industrial Arts teachers ensured that the work was properly carried out. By learning how to perform maintenance duties, the trainees were able to make repairs in their own as well as in friends' and neighbors' apartments, thus lessening the building supervisor's burden.

Another indirect benefit of the project related to maintenance was that, having put a screen or pane of glass into a window, the trainees had a strong interest in seeing that it stayed undamaged. A discernible decrease in vandalism resulted despite those instances cited which were obviously aimed at the work of the trainees.

BEHAVIORAL MODIFICATION

One of the principal objectives of the project, in the view of staff and Coordinating Committee members, was to generate a sense of responsibility and self-confidence in the trainees and to implant attitudes that would permit them to become useful members of society. While accomplishment of such aims is difficult to measure, particularly over the short run, there is compelling evidence that they were achieved to a certain extent.

One indication is the pride the trainees manifested in the fact that they were learning something useful and not just wasting their time. They scoffed at friends "playing cards all day" at Recreation Department centers while "we put in 20 windows today." Their high regard for the project became known in their neighborhoods and the team captains then had to contend with large groups of youths who also wanted to be admitted. Upon completion of the project, the trainees proudly received certificates of recognition for their participation.

One trainee commented:

> If the Mayor was to ask me, I would tell him it's a nice project and keeps teenagers out of trouble and their time occupied, and this program shows how it can benefit your community by learning to do things around your home. And it helps because we can relate to the other young people to clean up their yards and to stop messing with vacant units because we can relate to them better than maintenance men or property managers.

Many of the trainees became "the man of the family" during the course of the program, since few had a father at home. As the breadwinners, they not only had spending money of their own—money earned legally—but were able to share earnings with proud brothers and sisters. However, staff members were concerned about the possible divisiveness implicit in a family's view of their son as breadwinner, particularly when some fathers were often present but unemployed. Many discussions, led by the team captains, aimed to increase the trainees' understanding of and sympathy for their fathers. The social and economic conditions that were considered partially responsible for their fathers' inability to provide were discussed at length.

Given the background of the trainees, their ability to assume responsibility for job performance and work together productively were considered significant accomplishments by the team captains. That youths who were "enemies" as residents of different housing projects and neighborhoods cooperated with each other during the renovation of the house on Half Street, and did so enthusiastically, proved that a certain amount of distrust born of insecurity and insulation had been overcome.

PRESENT PROGRAMS

The apparent success of the demonstration project convinced officials of the National Capital Housing Authority, following some urging by the team captains, that the program should be continued and expanded. Although modeled after the demonstration project, the current program, begun in the fall of 1970, has been modified, especially with respect to the trainees. They are generally younger than the first group, the median age being about 16. Although all are residents of public housing properties, they are not hard-core youth. The 52 trainees, including six girls, are recruited through the D.C. Neighborhood Youth Corps (NYC).

The ratio of team captains (the captains are the same five who served in the 314 project) to trainees has been maintained at one to five—a factor which contributed greatly to the success of the demonstration. However, because of the larger number of trainees, the team captains work fewer hours with each team of five, so there is less opportunity for close relationships to be developed. The weakness in fewer work hours is compensated for by the team captains remaining at a single housing project, teaching all of the skills and not rotating. Training in property management is not being attempted.

At the outset of the present program, a teacher was hired to instruct the female trainees in clerical skills. However, there was not enough extra or varied office work to keep them busy or interested, so it was decided to give the young women the same training in maintenance skills as the youths.

The Housing Authority and Neighborhood Youth Corps share the cost of the present program. The trainees are paid $1.60 an hour. Management of the NCHA is greatly pleased with the team captains and trainees and their record of accomplishment.

The notion of training youthful residents of public housing projects in maintenance work has caught on in Washington, D.C., as a result of the successful experience of the 314 project. The District government, through the Model Cities Program, is developing a similar project whose objective will be to repair private homes in the Model Cities Neighborhood, also using Industrial Arts and Vocational Education team captains.

NCHA is seeking funding for a project to train 500 youths who will work at many of its sites. It is proposed that NCHA personnel assist in designing the curriculum and training the youths.

SOME EVALUATIONS OF THE PROJECT

As the project drew to a close, the following evaluations were made by some who had participated in it or closely observed its workings:

Robert Goodloe, Director of Training, NCHA, said that it had been of tremendous help to the Authority. He thought the team captains had set excellent standards of performance and attendance.

Milton Douglas of the Roving Leader Program felt that the young men had learned marketable skills and good work habits. He thought the project had demonstrated that young people can and will respond as long as they are provided good, strong adult leadership. Finally, he thought the project had touched many lives, including those of the trainees' families, and helped to reduce juvenile delinquency.

Sol Silverman, Supervising Director of the Industrial Arts Division, D.C. Public Schools, expressed utmost satisfaction with the way in which the 314 demonstration had developed. He suggested that the school system consider whether it should take over the project and conduct training sessions after school hours and on Saturdays.

One team captain said he had been told by an NCHA Maintenance Supervisor that the renovation of certain units could not have been completed without the assistance of the trainees at his development. This same team captain also thought that he and his associates had gained a great deal by seeing the youths develop into mature young men.

Another team captain thought that more important than the skills learned had been the attributes of punctuality, loyalty, responsibility, as well as learning the value of a dollar and proper working attitudes. He said that on one occasion he had to leave part of a team without supervision, yet the job was finished timely and in a very satisfactory manner.

A third team captain said this experience had meant a great deal to him personally. He became more interested in the youths' problems as the project unfolded. The techniques used in the project, he said, would be carried over into his classroom instruction.

James G. Banks, Assistant to the Mayor for Housing Programs, said that the project, in his opinion, proved that a good training program requires instructors not only skilled in a trade but also properly sensitive to the needs of deprived trainees.

Dr. James Jones, Director, Office of Youth Opportunity Services, said he was very much impressed by the excellent job done by the trainees at the Valley Green public housing project in fixing up and painting an interior recreation area.

At one of the last meetings of the Coordinating Committee, a representative of the trainees expressed, on their behalf, appreciation for being permitted to participate in the project and said he thought it had been of great benefit to all who were involved.

VIII. RECOMMENDATIONS

Based on the District Government's experience during the 314 demonstration and the research and discussions with project participants by staff of A.L. Nellum and Associates, the District's consultant on this report, the following are some general comments and recommendations:

SIMILAR PROGRAMS

There is a desperate need for more and better trained manpower in property maintenance and property management. There is also an urgent need to train public housing residents in worthwhile skills. Programs of this type can fill both needs by providing for the accomplishment of useful public service tasks while developing marketable skills and earning capacity.

As indicated previously, larger programs of this kind are already operating or are being developed under the sponsorship of municipal and federal agencies. In view of the success of this limited demonstration project in developing competent maintenance skills and generating a sense of responsibility and self-confidence in the trainees, the initiation of many similar programs is recommended.

PROGRAM SIZE

The initiation of more such training projects should be accompanied by an increase in the training complement. Twenty-five enrollees, scattered in five different housing projects, cannot be expected to materially reduce a mounting backlog of normal or emergency repairs and keep up with incidents of vandalism. It is ultimately discouraging and frustrating. The trainees and staff of the 314 project felt that if their numbers had been larger, they could have made a genuine and highly visible impact on their respective areas. More trainees could have renovated a complete block of houses, such as those on Half Street, and assuaged the ruffled feelings of neighbors.

If funding or administrative restrictions preclude undertaking a large-scale training program, then it would probably be more desirable to concentrate all of the trainees at one housing site where their collective accomplishment would be more visible and more effective. Such increased visibility would not only promote pride in workmanship; it would also win greater community support.

COORDINATING COMMITTEE

The 314 project's Coordinating Committee included representatives of NCHA, the Industrial Arts Division of the D.C. Public Schools, the D.C. Department of Recreation's Roving Leader Program, as well as the District Government's Office of Housing Programs. The establishment of such a body to guide in the selection of staff and to observe the progress of the program was seen as a wise measure. It provided a means for sharing a variety of approaches and experiences, a continuity of commitment by the various agencies, and a vehicle for resolving such difficulties as occurred during the life of the project. Future projects should provide for guidance by a similar coordinating body, with individuals of different viewpoints and expertise included. The scheduling of regular meetings to keep the Committee informed and the project moving is advisable.

STAFF SELECTION

Team captains should be chosen from among Industrial Arts or Vocational Education teachers with some experience in dealing with hard-core or "street-wise" youth. The importance of selecting project personnel who are not only skillful teachers but also conscientious, flexible, and able to understand and cope with the life style of such youth cannot be overestimated. By its nature, a training program focused on hard-core youth makes heavy demands on the instructors. They must be capable of responding with sensitivity to many types of situations and pressures. The versatility of the demonstration project team captains was in evidence on many occasions. If the trainees did not show up for work, the team captains went out and found them. When proper tools were unavailable at the training sites, substitutes were improvised. Trainees faced with urgent personal crises found the team captains ready to exert every effort to help them.

Team captains cited their ability to argue fiercely but good-naturedly as a most important asset. They also stressed the importance of "taking things easy," resisting the impulse to say something that would humiliate or antagonize a trainee unnecessarily. In the taped interview at the conclusion of the project, one trainee commented:

> . . . all the team captains were there to insure our confidence, and if we were doing something wrong, not to let it get us down. . . . When we were doing something right, to let us know that too.

Another trainee remarked:

> I agree with what George said, Like when you do something wrong they give you a lift that it is not the end of the world for you . . . I would like to say that the team captains respected us and we respected them. They did not try to boss us around.

Since the team captains selected for the 314 project were known to some Coordinating Committee members, there was a greater likelihood that good choices would be made for these jobs. Barring personal knowledge of the "right" individuals, however, those undertaking similar programs should require that adult staff members be well trained in counseling and human relations. Previous experience with hard-core youth is also an important criterion if such youth are to be involved in the training program.

Some participants recommended the hiring of selected "graduates" of the project as aides to the team captains. They felt that former trainees had a firsthand understanding of the program, and generally were from the same background. If this is done, great care should be exercised to see that a teacher-student or foreman-employee relationship is maintained since the "buddy" type of relationship could be fatal to the project's objectives.

TRAINEE SELECTION

The 25 trainees selected through the Roving Leader Program were all youths with some record of anti-social activity or personal problems. That 18 of them remained with the program throughout the 14 months of its operational phase is an indication that the Roving Leaders had made wise choices. It is also evident to those who were close to the project that a great deal of credit for the high retention rate should go to the team captains, who went beyond the call of duty to keep the youths in the project.

As a result of their experiences, the team captains stressed that in future programs *interest* and *desire to learn* should be the major criteria for trainee selection. Program time should not have to be wasted trying to convince trainees that it is to their advantage to learn the skills being taught. The team captains recognized that although it was their responsibility to make the work interesting, they should not have had to create or instill in the youths a desire to learn.

Future programs of this kind should attempt to attract trainees from a variety of backgrounds. Abject poverty or a record of involvement in anti-social activities should not be the criteria. On this point, one team captain observed, "It is a sad thing when a boy has to get in trouble before he is offered a chance to better himself."

Trainees who drop out during a certain phase of the program should be replaced. A program designed for 25 youths should include 25 youths. Presumably, adult staff, tools, materials, and the program curriculum are provided with a certain number of trainees in mind; thus, to prohibit replacement seems to be self-defeating and wasteful, especially with so many young people wishing to participate and needing both the training and the money.

TEAM SIZE

The trainees were divided into teams of five, each directed by a single team captain. This ratio of one to five should be maintained in future programs, if at all possible, particularly if the trainees are hard-core youths. The relatively small size of the teams made possible the development of a very close relationship between captain and trainee, often the first such relationship the youth had with an adult male. While the team captains of the 314 project were not expected to serve as substitute fathers to those in their respective units, this became a fact of life due to the friendship extended the trainees and the trust the youths placed in them. The team captains, however, were careful to maintain an aura of authority—albeit benign authority—as they sought to familiarize the trainees with basic employer/employee job relations and working conditions.

The one-to-five ratio also permits an effective training structure. While one trainee is being instructed in the use of a tool or performance of a task, there is usually enough work to keep the others busy. Failure of a team captain to provide individual instruction and attention frequently leads to loss of proficiency and interest.

STAFF AND TRAINEE SALARIES

In future programs, the salaries of the team captains should be geared to attract and retain a qualified staff. While it is true that the wages earned by 314 demonstration project team captains were lower than they could have earned teaching summer school, program sponsors should not count upon being able to attract such dedication at low rates of pay. Staff salaries for services rendered by teachers during a training program should at least equal their regular teaching salaries.

There was a strong feeling within the staff that provision should be made for trainees' pay to increase during the course of a project proportionate to job performance and demonstrated commitment to the program. The staff added, however, that the wages should represent compensation for actual work done, not for merely showing up at the job. Team captains pointed out that the trainees understood the value of work; that they developed positive attitudes towards work which had carryover value to other situations, as opposed to "make work."

MANAGEMENT TRAINING

Participants attributed the relative lack of success of the management training portion of the program to the immaturity of the youths. Much less time was spent on management training than had been originally anticipated. There were too few sessions and the momentum of one meeting was not sustained until the next. Nevertheless, project participants

felt that it was a valuable experience for the trainees to spend as much time as they did with the Management Consultant, a successful Black businessman who had worked his way up from a background similar to theirs.

It would be well in future programs in which hard-core youth are involved to provide a comprehensive introduction to the field of property management and then to make clear how interested and able trainees may obtain more intensive training if they wish to have it. Although there is an easily identifiable relationship between property maintenance and property management, the two require distinctly different sets of skills. In retrospect, it seems somewhat unrealistic to have combined the two in this particular demonstration, though understandable in terms of the city's needs and the hopes of its sponsors.

COMMUNITY RELATIONS

Since the 314 project established no formal channel of communication with the immediate public housing community being served, there was no way for residents to contribute to or cooperate with the project. This was regrettable because residents could have helped the team captains and trainees in identifying urgent maintenance needs. Furthermore, their awareness and interest would have been encouraging to team captains and trainees alike.

While a training program's operation cannot be governed by resident desires, it would appear to be a matter of mutual benefit for residents to be told what is going on and invited to cooperate. Working with resident organizations, a program would more likely generate citizen support and cooperation, which would have a salutary effect on the incidence of vandalism. In addition, the existence of active tenants' organizations would permit trainees and staff in a maintenance training program to explain to residents the economic aspects of property maintenance. Participants in the 314 project felt that if most public housing residents understood the relationship between high rents and high maintenance costs, personal responsibility for property would increase and tolerance of vandalism would decrease.

A number of participants thought full-time, on-site resident managers were needed at public housing developments. One trainee said:

> I think that NCHA should have a manager for each community to see that the place is kept clean and kept up. They should have a manager living on the property so that he will have an idea of what's going on.

SUPPORTIVE PROGRAM ACTIVITIES

The remedial education aspect of the 314 project, discussed in the District's application to HUD, was not vigorously pursued. The trainees could have benefited from a carefully developed and integrated program that emphasized the relationship of academic skills to the requirements of the maintenance and property management fields.

One reason this was not done was the heavy workload facing the teams, especially during the summer months. A second reason was the excellent job done by the team captains, whose ability to articulate and communicate was exceptional. A third reason was that this might have been construed as a lack of confidence in the school system which was in the business of educating the young trainees. As long as the trainees were in school, it was felt they should be getting their basic educational tools in their respective junior and senior highs.

Exposure to life styles outside their public housing communities was of great benefit to the trainees. Their own experience was quite limited and their lives insulated--a factor which tended to make them less worldly, less tolerant, and less able to deal with new challenges. Some trainees were highly suspicious of commercial establishments. It was a heartening experience, then, for local bank and store managers and the trainees to find themselves in a legitimate businessman-customer relationship by the end of the project. Many of the trainees mentioned learning to bank all or part of their earnings as one of the greatest values of the program.

It would have been helpful if representatives of the mechanical trades and building industries had been brought in to talk to the trainees and explain career opportunities in these fields. It would have been particularly valuable if such representatives came from the same low-income background as the youths. Career counseling was not pursued during the 314 demonstration, except for property management. It should be incorporated in similar programs in the future.

WORK ACTIVITIES

City officials indicate that there is greater need for maintenance repairs in multi-family housing developments than in single-family units. However, the psychological benefits to the trainees in working together to renovate a single dwelling were invaluable. Future projects should plan to include more such housing units in their work programs. With larger scale programs, of course, this would be possible. Teams could rotate from work on multi-family dwellings to work on single family houses, thus gaining benefits from a varying and cooperative experience.

Since some 20 trainees in the 314 demonstration project were able to completely renovate a house and grounds in eight days, it is obvious that entire blocks of houses could be rehabilitated if proper time and materials were allotted to this activity. The exhilaration felt by the trainees during the house renovation and their pride in that accomplishment were immeasurable. Doing some jobs from start to finish and seeing the results of those labors are satisfactions that should be built into a training program.

JOB PLACEMENT

At the inception of the 314 project, it was understood that NCHA would hire some of the "graduates." This was seen as a logical objective of the training program and an incentive for the trainees. That this did not come to pass was not the fault of the Authority.

As has been previously explained, most of the trainees were still in school when the project ended and were not available for full-time employment. Those who were available went on to other educational opportunities or to jobs paying more than NCHA could pay. In any case, the project cannot be faulted because the "graduating" trainees were motivated to improve themselves, to seek more education, or to look for better paying jobs. If anything, that should be regarded as an unexpected but welcome development.

Although the 314 demonstration was not put to the test, it is regarded as extremely important that once training programs similar to this one are completed, there should be job opportunities for the trainees. The lack of attention given to job placement has been a traditional weakness of many manpower training programs; it produces feelings of bitterness and cynicism on the part of the trainees. While it may be difficult to line up a substantial number of jobs in many fields of endeavor, this should not be impossible in the field of maintenance. Program sponsors should consider the value of establishing close ties with private management firms and should seek their cooperation in developing appropriate training programs as well as providing jobs at the end of the training period.

INCORPORATION INTO PUBLIC SCHOOL SYSTEM

There was much discussion by project staff about the advantages of incorporating a training program similar to the 314 demonstration into the local public school system. It was suggested that high school Industrial Arts classes possibly could perform maintenance work on items brought to the schools (e.g., doors, windows, cabinets, etc.) or that a work-study program could be initiated which would permit Industrial Arts teachers to take their students to various housing sites for on-the-job work.

This move would permit the accomplishment of many urgently needed repairs. At the same time, the students would be learning and applying techniques that might be of immediate value and that would help them in their future careers. Possessing a marketable skill would be especially useful to the many graduates of District high schools who do not have the means to enable them to go on to college or the skills to get a well-paying job.

One obvious disadvantage of the traditional school situation is the fact that the close personal relationship between teacher and trainee, so

characteristic of the 314 demonstration, would be lost; also, that if the work were performed only during official school hours and at the school itself, the casual atmosphere conducive to a good rapport would be missing. In a structured and impersonal classroom setting there would be little opportunity to coax youth who could not adjust to school demands back into the fold. It is doubtful that the hard-core type of trainee selected for the 314 project would have made it in a school-sponsored program.

Some staff members felt that a separate funding source ought to be found to pay the team captains' salaries even if they were working in a typical school setting so as to free them from the rigid controls of the school bureaucracy.

ESTABLISHMENT OF A MANAGEMENT TRAINING PROGRAM

Except for occasional temporary programs, there are very few opportunities for young people to receive training as property managers. Recognizing that the need for such personnel is great, especially for low and moderate income housing, the Administration and HUD are establishing a national management training center.* Consideration of another alternative is suggested: the development by local institutions of higher education of a two-year management training program which would be followed by a one-year internship as a resident property manager. There should be little difficulty in finding students or staff for such a program in the Washington metropolitan area, or in placing the students in management positions once they complete the two-year curriculum. The urgent need for this type of para-professional training should be evident to those familiar with the problems of urban housing—particularly the problems of public and federally assisted housing.

*The National Center for Housing Management was created by Executive Order of the President in April 1972.

APPENDICES

A. YOUTH PROJECT TRAINING CURRICULUM

GENERAL AIMS

The aim of this project is to train young unskilled men in management and in the maintenance areas of carpentry, screening, painting, window glazing and landscaping. The experiences and job skills they acquire will prepare them to become eligible for employment in industry.

The attitudes we hope to develop include job responsibility, punctuality, cooperation and leadership potential.

OBJECTIVES

A. To develop skills needed to make necessary repairs and improvements.
B. To be able to estimate time and materials required to do a job and assess necessary repairs.
C. To identify tools and materials and to know terms relating to specific areas of maintenance.
D. To be able to read and report on work orders.
E. To be able to follow an orderly procedure in effecting repairs.
F. To differentiate between good and poor workmanship.
G. To develop an awareness of cost and management responsibility.
H. To develop managerial concepts and techniques.
I. To exhibit a business-like attitude towards co-workers and tenants.

The following pages contain the basic curriculum for each skill drawn up by the respective teachers involved. The approximate instruction time designated for each operation over the one-year training period is 200 hours.

LANDSCAPING UNIT

I. *General Objectives*

The following job analysis is compiled objectively to acquaint the trainee with the processes of how and why the tasks are to be performed and it by-passes theoretical study associated with landscaping. No attempt is made to include technology such as kinds of grasses, the chemistry of fertilizers or the ingredients of construction materials. How the equipment or material is used, why it is used and the skill required to use it is the prime purpose of this analysis. The analysis is also aimed at simplifying the learning process by breaking down the operations to step-by-step procedures and will also serve as guidelines or working plans for effective instruction. The term landscaping is intended to embrace the following

sub-topics: kinds of soil, grasses, bushes, fertilizers, turf builders, tools and equipment, design and minor building erections, such as retaining walls, flower beds, garden paths and patios.

The operations listed here are broad in scope to accommodate year-round training. Many of these, such as sodding, tilling, pruning, seeding, can be performed only in certain months but much fabrication and many construction operations may be performed in the off season.

It is hoped that the trainee may have the opportunity to adapt his experience acquired in the landscaping phase of this project to serve as background in the many allied industrial areas, such as heavy equipment operations, land survey, construction, nursery work and the many opportunities available in agriculture. Finally, a knowledge of the tool and equipment nomenclature and specifications, together with the ability to estimate and calculate materials would be invaluable to the trainee who has management potential.

II. *Training Procedure*

The training program is arranged in three phases.

Phase I. *How to Ascertain Why a Lawn Has Deteriorated*

a. How to determine if water drainage is adequate
b. How to improve water drainage
c. How to change grading profile for better drainage
d. How to determine if soil has desirable texture and body
e. How to consult with Department of Agriculture Soil Test Service
f. How to identify weeds, fungus and parasites
g. How to check for and avoid stagnation of water
h. How to increase shade on a lawn

Phase II. *How to Restore a Blighted Lawn to Its Original Beauty*

a. How to impregnate existing soil with recommended additives
b. How to identify and use garden hand tools with safety
c. How to operate and service power equipment with safety
d. How to maintain all equipment and tools
e. How to mow a lawn
f. How to till soil
g. How to re-grade soil
h. How to calculate sod requirements for a site or lawn
i. How to lay sod
j. How to prevent deterioration of soil grasses and plants
k. How to treat a lawn to rid it of weeds, fungus, etc.
l. How to treat bare areas in grass
m. How to aerate the soil
n. How to check for stagnant water due to poor drainage
o. How to treat a lawn for healthy growth

Phase III. *How to Improve Lawn Beauty with Flower Beds, Bushes, Arbors, Paths, Patio and Decorative Brick and Concrete Work.**

a. How to design and build a flower bed
b. How to determine flower bed soil needs
c. How to plant flowers, bulbs and bushes
d. How to prune bushes
e. How to transplant bushes
f. How to design brick/concrete beds and retaining walls
g. How to construct brick/concrete borders and paths
h. How to design, fabricate and erect an arbor
i. How to use tools and equipment for brick/concrete work
j. How to design a patio
k. How to build a patio

Phase III. *a. How to Design and Build a Flower Bed*

Tasks to be performed:

1. Peg or mark off soil where bed is to be built.
2. Dig channel for foundation of walls.
3. Line channel with wood boards.
4. Calculate volume of concrete required (4″ to 6″ deep).
5. Mix and pour concrete.
6. When set, lay 2 or 3 layers of cinder block mortared to foundation.
7. Face cinder block with desired brick.
8. Trim top of wall with cross brick.
9. Make drainage holes in lower section of wall.
10. Grout as required.
11. Mix soil, fertilizers and peat moss within bed.
13. Water freely.
14. Cover soil area with pine bark or other mulch.

This example of the tasks involved in each operation must be repeated for all operations making instruction more effective and learning easier.

Finally, each task must be identified as in the following chart. The example below is the first task recorded from Phase III–How to Design and Build a Flower Bed. Similar chart entries would be recorded for each successive task.

*It is to be noted that the preceding operations will be simplified for easier instruction by sub-dividing into tasks. The operation selected as an example shows fourteen tasks to complete the work performance but further sub-division may be necessary depending on the ability of the trainee.

What the Operator Does	How He Does It	Why He Does It	Skills Required To Do It
Task 1. Phase III. Peg or mark off soil where bed is to be built.	By reproducing the dimensions & profile lines described on the work plan or scale drawing on to the soil surface.	To have the true shape & full size of flower bed walls laid out in the desired position.	Ability to accurately use standard measuring instruments, e.g., tape measure, T-square, level, tool, and plumb line.

The chart must clearly define the operation, how and why it is done, and the skill required to do it. All tasks should follow in the order recorded on the task sheet to assure an easy to follow, step-by-step process. By recording all operations, tasks, task charts, and, if necessary, lesson plans in this manner, the work performance and progress would be easily followed.

However, to complete this analysis, other appendices would be necessary in the form of a demonstration work sheet, job task sheet, information sheet and assignment sheet.

CARPENTRY UNIT

I. *General Objectives*
- A. To develop the ability to read and estimate work orders
- B. To develop accuracy in planning and executing jobs
- C. To develop basic skills in hand and power tool usage.
- D. To teach consumer values, e.g., how to order lumber, how to select hardware, how to choose materials.
- E. To teach the conservation of natural resources, materials and time

II. *Materials*
- A. Hand tools, power tools
- B. Lumber, plywood, other wood materials
- C. Wood finishing
- D. Tile and linoleum
- E. Molding
- F. Subflooring
- G. Flooring
- H. Floor and ceiling joists

III. *Training Procedures and Application*
- A. Linoleum laying
  1. Explanation of why linoleum is used
  2. Cost estimate
  3. Explanation of use of tools
  4. Method used in laying
  5. Laying of linoleum by students
- B. Base and shoe molding
  1. Explanation of type used
  2. Explanation of purpose
  3. Installation by students
- C. Jalousie windows
  1. Explanation of purpose
  2. Advantages and disadvantages pointed out
  3. Use of tools
  4. Installation by students
- D. Spackling walls and wood framing
  1. Explanation of spackling and reasons for it
  2. Actual spackling
  3. Sanding
- E. Stair treads installed
  1. General explanation of how stairs are treaded
     a. Sanded and varnished
     b. Sanded and painted
     c. Carpeted
     d. Stair treads installed
  2. Showing how it is done with stair treads
  3. Installation by students
- F. Rubber base molding
  1. Purpose explained
  2. Procedure explained
  3. Difference between rubber base and regular wood base mold
  4. Installation by students
- G. Tool Usage and Storage
  1. Tool usage explained
  2. Safety in the use of tools explained
  3. Storage of tools explained

SCREENING UNIT

I. *General Objectives*
- A. To develop the ability to read and estimate work orders in screening
- B. To develop skill and accuracy in using materials and power tools
- C. To develop an attitude of thoroughness and neatness in completing a job
- D. To develop a knowledge of the terminology and technology of the screening process
- E. To develop an attitude of job responsibility in the trainee

II. *Materials*

A. Door screening
   1. Hardware cloth
   2. Screen
   3. Staples
   4. Brads
   5. Moulding
   6. Springs
   7. Hooks
   8. Handles
   9. Screws
   10. Corner irons
   11. Dowels

B. Window screening
   1. Screen
   2. Spline
   3. Brads
   4. Wood strips for braces
   5. Corner braces

III. *Tools*

A. Door Screening
   1. Hammer
   2. Screw driver
   3. Pliers
   4. Tacker (Stapler)
   5. Drill bits
   6. Screen roller
   7. Miter box
   8. Saw
   9. Snips
   10. Knife

B. Window Screening
   1. Snips
   2. Knife
   3. Screen roller
   4. Hammer
   5. Mallet

IV. *Training Procedures and Application*

A. Door Screening
   1. Metal
      a. Removal of inserts
      b. Repair same as window screens

2. Wood
   a. Removal of inserts
      1. Note address and location
      2. Disconnect spring
      3. Disconnect door check
      4. Take out hinge pins
   b. Stripping
      1. Remove moulding
      2. Remove spline and screen
      3. Remove nails, tacks and staples
      4. Clean grooves
   c. Repairing
      1. Rabbet and grooved edges
      2. Brace corners
         Corner irons
         Dowels
      3. Tighten hinges
      4. Plug holes
      5. Replace handles, springs and checks
   d. Rescreening
      1. Sizes of material
      2. Cutting
      3. Tacking (Stapling)
      4. Rolling
      5. Stapling
      6. Installing moulding
         (Paint moulding first)
      7. Check for neatness
   e. Reinstallation (Hang the door)
      1. Hinge pins
      2. Door check
      3. Spring

B. Window screening
   1. Removal
      a. Mark location
      b. Slide up and out
      c. Unscrew clip fasteners
   2. Stripping
      a. Remove spline
      b. Metal, wire, extruded aluminum
      c. Rubber
      d. Sisal
   3. Repairing
      a. Replace sides
      b. Straighten sides
      c. Replace or insert corner braces
   4. Rescreening
      a. Brace frame on table (corners square, sides straight)
      b. Determine size of material to use
      c. Cut the screen (knife, snips)
      d. Roll the grooves (screens should curl down)
      e. Roll one groove at a time (opposite sides, short sides, long sides, clip corners)
      f. Roll rubber spline (select proper size spline, select proper roller)
      g. Drive in wire spline (do not curl the frame)
      h. Drive in extruded aluminum spline (do not curl frame, make sure spline goes in straight)
      i. Trim waste
      j. Check for neatness
      k. Reinstall screen

PAINTING UNIT

I. *General Objectives*
   A. To develop the skills, judgment, and attitudes required for painting
   B. To develop a broad range of skills from the use of painting
   C. To develop the ability to use the method of laying out a job
   D. To provide the pupils with means of solving some painting problems

II. *Training Procedures and Application*
   A. Applying Enamel
      1. Check the surface of the wood to see if it is sanded thoroughly. Fill any holes with wood putty.
      2. Open a can of undercoat and mix it well.
      3. Brush on the undercoat, applying it much like varnish.
      4. Allow it to dry thoroughly. Sand lightly and dust clean.
      5. Apply a second coat of undercoat.
      6. Allow it to dry and sand lightly.
      7. Apply the final coat of enamel as it comes from the can.
      8. Clean the brush in turpentine.
   B. Applying Paint
      1. Make sure the surface of the wood is sanded carefully.
      2. Select a can of primer (another name for undercoat).
      3. Apply a thin coat of primer with a good brush.
      4. Allow to dry and sand lightly with sandpaper.
      5. Apply a second coat of undercoat that matches the color of the final paint job.
      6. Apply the final coat just as it comes from the can.

C. Preparing the surface for finishing
   1. Remove all spots and grease marks, the latter with a cloth dipped in benzine.
   2. See that no excess glue remains on the surface to prevent the stain from entering the wood. This should be done with a cloth moistened with warm water.
   3. Bleach ink spots and discolorations.
   4. Restore dents.
   5. Fill holes and cracks.
   6. Round off all sharp corners with fine sandpaper.
   7. Sand the surface until it is as smooth as satin.

WINDOW-GLAZING UNIT

I. *General Objectives*
   A. To develop the skills and judgments required for working with glass
   B. To develop the ability to handle the necessary tools deftly, accurately and responsibly

II. *Tools*
   A. L iron = electric iron
   B. Oval iron = electric iron
   C. Torch = Acetylene, gas plus glass cutter
   D. Putty knife
   E. Wood chisel
   F. Claw hammer
   G. Zig zag ruler
   H. Goggles
   I. Gloves

III. *Materials*
   A. Putty compound
   B. Points (metal)
   C. Putty point gun (shoots points in the wood recess to hold the window pane).

IV. *Training Procedures*
   A. Place goggles over the eyes.
   B. Put on gloves.
   C. Begin with upstairs windows, then downstairs.
   D. Make sure there is no one under window.
   E. Use a hammer to knock out broken panes.
   F. Place the putty softener on the old putty until it is soft. (Do not slide the putty softener onto the old putty.)
   G. Remove the old putty with a wood chisel. (Be sure you remove the old metal points.)

H. Clean the recess thoroughly of old putty.
I. Measure the length and width of the pane recess with a zig zag ruler.
J. Some panes are pre-cut, if not, cut the pane. (See directions below.)*
K. Place the pane in the recess and put points on all sides until the window does not rattle.
L. Place the putty around the edges of the recess until all air pockets are closed.
M. Spread the putty evenly and smoothly.
N. Check the finish and repeat for other window panes.

**Directions for Cutting a Window Pane*

1. Use a clean flat piece of wood larger than the window pane to be cut.
2. Measure the pane correctly and mark the measurement with a glass cutter.
3. Draw a line with the glass cutter along a straight edge.
4. Place the wood end of the glass cutter under the pane where the line was drawn.
5. Tap on the pane, on the right side of the line with your right hand.
6. The pane should separate evenly.

B. MEDIA PUBLICITY

THE WASHINGTON POST
June 28, 1969

Housing Management Study Program Set

Twenty-five young men now living in Washington public housing projects will be trained in housing management and maintenance under a pilot program announced yesterday by city and Federal officials.

The program, designed both to train men in jobs and improve the city's public housing projects, is to start next month under a $105,975 grant, also announced yesterday, by the Department of Housing and Urban Development.

Trainees will be instructed in glazing, painting, lawn care, installation of screens and minor carpentry while they help maintain National Capital Housing Authority properties, said Nathan Volkman of the city housing coordinator's office.

At the same time, Volkman added, some of the young men will be trained in the techniques of management of both private and public housing.

At the conclusion of the course, the NCHA, the city's public housing agency, will offer jobs to trainees who prove both interested and qualified, Volkman said. One purpose of the program, he said, is to provide NCHA with a trained manpower pool.

Choice of the 25 trainees, between the ages of 16 and 22, will be made in part by the D.C. Recreation Department's roving leader program. Volkman said he expects instructors will be chosen from the school system, although he emphasized that they will be paid by the pilot program.

Trainees will have full-time jobs during the summer and part-time jobs once the school year begins, and HUD official said. Those now in school will be required to complete their education. Training will place emphasis on career planning, job deportment and tenant-management relations.

The program is to be carried out jointly through the offices of James G. Banks, the city's housing coordinator, and Edward Aronov, executive director of the NCHA.

Richard C. Van Dusen, HUD undersecretary, who announced the grant, praised Council Chairman Gilbert Hahn Jr. and the staff of Mayor Walter E. Washington for developing "a carefully designed program in a very short period of time."

"The anticipated success of this project," Van Dusen said, "will serve as a model for other communities across the Nation."

Youths' renovation 'overjoys' tenant

THE WASHINGTON DAILY NEWS
August 28, 1969

When Mrs. Mary Bailey arrived yesterday to pick up the keys to a vacant row house she's moving into this week, she found a shiny newly renovated home and a clump of city officials ready to welcome her.

Her new home at 1209 Half-st sw in the James Creek Dwellings public housing project had been chosen for renovation by 25 teen-age boys in a Housing and Urban Development-sponsored experimental work-training program.

In eight days they had scrubbed, painted, landscaped, laid tile, carpet and linoleum, done carpentry and replaced broken windows in the house.

Among officials at the home were City Council Chairman Gilbert Hahn Jr., an early backer of the training program, James G. Banks, the mayor's assistant for housing programs, and Edward Aronov, executive director of the National Capital Housing Authority.

Mrs. Bailey said she had seen the two-bedroom house before renovation was begun. She said she was surprised and delighted to return yesterday and find the changes that had taken place.

"I didn't know it was going to turn out like this," she exclaimed. "I am so overjoyed."

Mr. Aronov explained that Mrs. Bailey was moving to the Southwest because the Parkside project where she lives is being torn down. She said she could return to the area when new homes are completed.

James P. Banks shows Mrs. Mary Bailey into her kitchen.

"Oh, I don't want to," Mrs. Bailey said.

Mr. Hahn said he expected the experiment, paid for with a $105,975 HUD urban renewal demonstration grant, to "have nationwide significance." He said, "HUD officials will be proud of the program."

Other cities across the country have sent "numerous requests" for descriptions of the program, Mr. Aronov said. All declared the training project a success. Mr. Banks said only two of the 25 youths had dropped out of the summer program.

NCHA Trainees Renovate Home in Housing Project

THE WASHINGTON POST
Thursday, August 28, 1969

By Carol Honsa
Washington Post Staff Writer

A group of young public housing residents who spent the summer learning maintenance skills demonstrated their work yesterday to city officials and the surprised but delighted future tenant of the home they renovated..

The workers were 23 youths, aged 16 to 22, who plastered and painted walls and installed new linoleum tile, windows and landscaping at a home in Southwest Washington's James Creek housing project.

The youths worked eight days sprucing up the house at 1209 Half St. SW to show the results of their eight-week training under a federally funded National Capital Housing Authority program.

All 23 youths, residents of various housing projects here, will return to school this fall to continue their training while working 20 hours a week. NCHA, which also plans to teach managerial skills to the youths, hopes to hire them permanently when they complete school.

Mary Bailey, who will move into the home this week, pronounced the efforts successful. Mrs. Bailey, a former domestic worker now enrolled in an antipoverty job training course, will live in the two-bedroom house with her son Glynn, 17.

She said she did not know her new house was a renovation showcase until she arrived there yesterday to find it surrounded by city officials, newsmen, and the youthful work crew.

The U.S. Department of Housing and Urban Development financed the training program with a $105,975 demonstration grant. The youths were paid $1.60 an hour.

Jerry Carson, 18, a Western High School senior and one of the trainees, said he had become particularly interested in painting and might try it as a career.

"I think they (NCHA) should fix up all the houses this way," he added.

Members of the James Creek Tenant Council, headed by president Eula Porter, agreed. Mrs. Porter criticized NCHA for fixing up one home for "show" while neglecting, she said, needed overall maintenance and repair work.

She said the clean alley that runs behind the demonstration house had been swept by a crew that arrived yesterday morning.

"They only come through when someone from downtown is coming to visit," she said. A block away, Howison Place was littered with trash and bits of broken glass.

Another Southwest housing project, the Greenleaf annex, also has been the subject of remodeling by young workers. Under the city's summer youth program, five Neighborhood Youth Corps enrollees, including two girls, have painted and plastered 16 homes.

Some youths plan to keep working as volunteers when the program formally ends Friday, said program director Mary Smallwood.

Mrs. Smallwood hopes to get NCHA funds to continue the summer program year-round, both to teach youngsters skills and improve NCHA maintenance

25 Men Remodel Home In HUD Training Plan

THE EVENING STAR
Wednesday, August 27, 1969

A National Capital Housing Authority resident got a look at her new home for the first time today after it had been remodeled by a team of 25 young men, using part of a $105,000 grant from the Department of Housing and Urban Development.

Mrs. Mary Bailey, who currently lives in the Parkside housing project, said she was called by an NCHA worker this morning and told she could see what is to be her new apartment.

When she arrived, City Council Chairman Gilbert Hahn, Jr., District housing coordinator James G. Banks, Edward Aronov, NCHA administrator, and some of the 25 young men who had done the work were on hand.

It had taken the team of youths, aged 17 to 25 and public housing residents themselves, eight days to finish work in the house. They had been trained on the job by older craftsmen who had been hired under the HUD funds.

The grant, which was announced several months ago by HUD Secretary George Romney, was to train young men in management skills and in some crafts.

Banks said 23 out of the 25 men who started the training program finished it. He said that they had "injected discipline and skill" in doing the job. The apartment, which is part of a complex, is located at 1200 Half St., S.W., and is ready for occupancy. It is the only apartment so far in the unit that has been redone.

Mrs. Bailey said she and her teen-age son, Glynn, plan to move in by the end of the week.

MEMORANDUM

July 29, 1969

TO: Nathan Volkman,
Project Co-ordinator

FROM: Elwood Jackson,
Project Director

SUBJECT: ABC News Interview on Saturday,
July 26, 1969

On Saturday, July 26, 1969, at approximately 11:00 a.m., Mr. Baker Morten, News reporter for WMAL, TV, together with a camera crew came to the East Capitol NCHA property for the purpose of giving news coverage to the Youth Training Project and to investigate whether or not a project of this nature would result in a decrease of the vandalism so prevalent on NCHA properties.

During the course of the interview, I stressed the fact that there was great potential in this project for creating a healthy attitude toward maintaining proper housing conditions because the work done at the sites was performed by actual residents of NCHA. Through the rapport that is established between these workers and their neighbors and peers, future acts of vandalism can be deterred. As an example, I stated that the life expectancy of a pane of glass prior to the introduction of this project had been somewhere between five or six hours. But, as could be witnessed, the panes put into the building by project workers on the previous Monday had reamined untouched.

As this point, the interview concluded but before we left the work location, Mr. Morten informed me that he felt that this one example was indeed indicative of progress. He also expressed a desire to do a follow-up depth program at some future date.

Public Affairs Office, District of Columbia Government

news release

District Building, Room 528 629-2577 -2706

FOR IMMEDIATE RELEASE August 26, 1969

A woman and her son tomorrow will move into a home, at 1209 Half Street, S.W., which has been completely renovated by 25 teenage boys from public housing projects in nine days.

A ceremony will be held at 10:00 a.m. tomorrow in front of the row brick house, which has been boarded up for repair work, to mark the renovation job.

The renovation effort on the home, in the James Creek Dwellings, is one of the jobs carried out under a demonstration project designed to train young men who are public housing residents in maintenance and management skills related to housing.

This program, financed by a Department of Housing and Urban Development grant, is operated by the Office of the Assistant to the Mayor for Housing Programs and the National Capital Housing Authority.

Officials scheduled to attend the ceremony tomorrow include James G. Banks, the Mayor's Assistant for Housing Programs, City Councilman Stanley Anderson and Edward Aronov, executive director of the housing authority.

District of Columbia City Council
News Release

City Hall, 14th and E Streets, N.W. Room 507 638-2223 or Government Code 137-3806

August 27, 1969

Chairman Hahn expressed himself as "absolutely thrilled" on returning from a ceremony today showing part of the results of the Demonstration Project to train young men in maintenance and management skills related to housing.

The Chairman stated:

"This program is the fulfillment of an exciting concept.

"The City Council has demonstrated that housing is the Number One need and that the lack of maintenance and managerial skills are the single largest problems in the housing area.

"Putting the housing need together with the need for young men living in the areas affected to have job employment, I persuaded Secretary Romney and Under Secretary Van Dusen at HUD to set the program up as a demonstration project.

"Their faith in this idea has been spectacularly successful. Mr. Elwood Jackson, the Project Director, inspired 25 young men to stay with the program and they not only learned the fundamentals of maintenance and management, but employed those skills to produce positive results by fixing windows, fixing doors, fixing screens, doing landscaping and painting. The house that was renovated in nine days by the 25 teenagers was only one dramatic illustration of this.

"The young men are all committed to go back to school, and will continue their training and should find employment in the housing, maintenance and management field.

"It is expected that the issuance of a report at the end of the project will cause this plan to be employed in a vastly expanded area, both in the public sector and the private sector, and both in Washington and other cities. I understand that the city has already had requests from other cities for the report when it is finished."

C. OUTLINE OF CONSULTANT'S MANAGEMENT COURSE

COURSE OUTLINE MANAGEMENT PHASE, YOUTH TRAINING PROJECT

Submitted by: H.R. Crawford

PROPERTY MANAGEMENT

A. *Overall Maintenance*

1. Maintenance of public areas
2. Use of chemicals and supplies
3. Maintenance of glass areas, carpeted areas, etc.
4. Snow removal and snow storm procedures; inclement weather problems
5. Lawn and garden care
6. Moving tenants in and out
7. Repair of basic equipment, plumbing, locks, light fixtures, lawn mowers, etc.
8. Replacement of fuses, adjustment of fuse breakers, minor garbage disposal repair, tile replacement and repair, etc.
9. Thorough explanation of duties of maintenance engineer
10. Boiler room maintenance
11. Boiler room operation—changeover from heat to air conditioning and vice versa
12. Oil and gas heating
13. Filter changes, motor maintenance, time clocks
14. Emergency procedures
15. Thorough explanation of duties of systems engineer

B. *Administrative and Professional Apartment Management*

1. Reading and interpretation of a residential lease
2. Reading and interpretation of addenda and supplements to a residential lease
3. Interpretation of FHA Rules governing all kinds of Federal Government financed housing
4. Preparation of Rules and Regulations for tenants and when to make additions
5. Establishing costs of damages, repairs, etc.
6. Preparation of reports, surveys, etc.
7. Tenant status chart
8. Vacancy control—waiting list
9. Posting, checking, adjusting and balancing journals and control ledgers
10. Preparation and verification of collection schedules, review and auditing of vouchers and invoices
11. Interviewing and hiring employees, preparing time sheets, dismissals, work schedules and their distribution, preparation of workmen's compensation reports, maintenance of healthy employer-employee relationship
12. Purchasing of supplies and services, maintenance of inventory control
13. How to make periodic inspections of occupied dwelling units, how to schedule repairs, how to seek tenant cooperation in reducing repairs
14. Inspection of vacant units for the purpose of releasing, scheduling repairs and redecorating; relationship of security deposits
15. Regular inspection of public areas for unsanitary or unsightly conditions, and the correction thereof
16. How to contact police or fire departments when necessary
17. Tenant complaint and investigation procedures
18. Detailed analysis of rent collection procedures

C. *Community/Property Management*

1. Importance of good community relationship in reference to property management
2. Importance of knowing the neighborhood

D. SOME PROJECT FORMS

Government of District of Columbia
Urban Renewal Demonstration Project, 1969

Daily Report

Date _____

Team Captain _____

Demonstration Site _____

Students Present: (No.) _____

Students Absent: _____
Reasons:

Jobs Completed	Evaluation				Weaknesses
	Ex.	Good	Fair	Poor	

Problems Incurred:

Suggested Solutions:

YOUTH TRAINING PROJECT
Washington, D.C.

PARENTAL CONSENT FORM
FOR MEDICAL TREATMENT

In the event of an emergency, I hereby consent to allow any doctor, hospital or medical facility to administer to my child _____ such treatment as they should deem necessary.

Sign: _____ Date: _____

Relationship: _____

YOUTH TRAINING PROJECT
Washington, D.C.

LETTER OF WARNING

Date _____

Mr.
Youth Trainee,
Property Management and Maintenance
District of Columbia

Dear Mr.

This is to inform you that your overall work performance with this project has been unsatisfactory, specifically:

You are hereby informed that unless satisfactory improvement on your part is shown in the above mentioned areas, I will recommend that you be terminated from this project.

_____
Team Captain

Received by _____ Date _____

Witnessed by _____ Date _____

YTP Form 1

YOUTH TRAINING PROJECT
Washington, D.C.

LETTER OF TERMINATION

Date _____

Mr.
Youth Trainee,
Property Management and Maintenance
District of Columbia Government

Dear Mr.

This is to inform you that as of _____, your services with this project are terminated.

This action is taken because you have failed to comply with the instructions issued you in YTP-Form 1 Letter of Warning dated _____.

Received by _____ Date _____

Witnessed by _____ Date _____

E. NCHA LETTER ENDORSING PROJECT EXTENSION

NATIONAL CAPITAL HOUSING AUTHORITY
WASHINGTON, D.C. 20430

May 12, 1970

Mr. James G. Banks
Special Assistant to the Mayor for Housing
District Building – Room 403
Washington, D.C. 20004

Dear Mr. Banks:

It is our opinion that the Demonstration, to train youths in public and private housing maintenance and management skills, has achieved a high degree of success and should be continued at least through the summer months.

A great degree of credit for the success of the program must go to five team captains who, by their dedication to the program and interest in the youth were able to establish a rapport that gave the young men the desire to stay in the program and to learn those phases of maintenance to which they were exposed. It is also a credit to the program and the trainees that twenty-one of the original twenty-five youths are still participating in the Demonstration. Further, the Authority has derived benefit from the work performed by the trainees.

It is recommended that the Urban Renewal Demonstration Project (D.C.-D15) be extended beyond the current expiration date of June 30, 1970.

Sincerely,

Edward Aronov

EDWARD ARONOV
Executive Director

GOVERNMENT OF THE DISTRICT OF COLUMBIA

Walter E. Washington
Mayor-Commissioner

Gilbert Hahn, Jr.
Chairman, D.C. City Council (3/69-4/72)

James G. Banks
Assistant to the Mayor for Housing Programs

Nathan Volkman
Executive Assistant, Office of Housing Programs, and 314 Project Coordinator

314 PROJECT STAFF

Elwood A. Jackson
Project Director (7/69-1/70)

Dorville Hazel
Project Director (2/70-9/70) and Team Captain

Charles D. Brown, Jr.
Team Captain

Douglass Hitchcock
Team Captain

Marvin E. Lytle
Team Captain

Edwin M. Wesley
Team Captain

314 PROJECT COORDINATING COMMITTEE

Nathan Volkman, Chairman
Office of Housing Programs, D.C.

Elwood A. Jackson
Project Director (6/69-1/70)

Dorville Hazel
Project Director (2/70-9/70)

H.R. Crawford
Management Consultant

Milton Douglas
Roving Leader Program, Department of Recreation, D.C.

Robert Goodloe
Training Officer, National Capital Housing Authority

Sol Silverman
Industrial Arts Division, D.C. Public Schools

A.L. NELLUM AND ASSOCIATES

Ernest V. Yancey
Vice President for Marketing and Program Development

Martin Blank
Project Director

Janet D. Shoenfeld
Associate/Writer

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